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ABSTRACT

Listed in this catalog are 122 product descriptions from 34 states identified by state coordinators of basic skills instruction as the best developed in their states. Products include books, pamphlets, videotapes, booklets, checklists, guides, handbooks, anthologies, and computer programs. Each product was developed to improve the management, the teaching, or the learning of reading, writing, listening, speaking, and mathematics. Each product meets four criteria: It was developed within the past 5 years, unless it was an earlier product that had been consistently in demand; it is an original work; it makes a contribution to the field; and it is available to educators throughout the country. The descriptions are listed alphabetically by states. They include a one or two word summary of the major focus of the product, its title, the audience for whom it was intended, a description of how it has been used in the state, a 150-to-200 word abstract on it, a list of key word descriptors, and information on how to obtain a copy of the product. Following the product descriptions are three indexes. The state index is an alphabetical list of the states and the titles of their products. The major focus index is an alphabetical list of the words listed as the focus of the product. The rotated descriptor index is a list of all the terms used as product descriptors with each word in the descriptor entered separately in alphabetical order. (HOD)

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CATALOG OF STATE BASIC SKILLS PRODUCTS

Basic Skills National Technical Assistance Consortium

CEMREL, Inc.

Far West Laboratory for Educational Research and Development

Frank Porter Graham Child Development Center University of North Carolina

The NETWORK, Inc.

Northwest Regional Educational Laboratory

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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CS 207 161

CATALOG OF STATE BASIC SKILLS PRODUCTS

Prepared by the
Basic Skills National Technical Assistance Consortium
CEMREL, Inc.
1982

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CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

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INTRODUCTION

The Catalog of State Basic Skills Products is a list of products that state coordinators of basic skills instruction have identified as among the best products developed in their states.

The products listed here are books, pamphlets, videotapes, booklets, checklists, guides, handbooks, anthologies, and computer programs. Each product was developed to improve the management, the teaching, or the learning of reading, writing, listening, speaking, and mathematics. Each was intended primarily to benefit the administrators, teachers, children, and parents in one state. This Catalog was developed by the Basic Skills National Technical Consortium to allow educators in all states to benefit from work of high quality accomplished in individual states.

The Catalog was developed by the Consortium at the request of the Basic Skills State Coordinators Steering Committee. In response to this request, Consortium staff invited all state coordinators to submit descriptions of up to five basic skills products developed in their state for inclusion in the Catalog. Each product submitted met four criteria: (1) it was developed within the past five years, unless it was an earlier product that had been consistently in demand; (2) it is original work; (3) it makes a contribution to the field; and finally (4) it is available to educators thoughout the country.

The Catalog includes 122 product descriptions from 34 states. The descriptions are listed by states, alphabetically arranged. All of the descriptions include a one or two word summary of the major focus of the product, the title of the product, the names of the authors, the department or agency responsible for development of the product, the audience for whom the product was intended, a description of how the product has been used in the state, a 150-to-200-word abstract of the product, a list of key word descriptors, and information on how to obtain a copy of the product. Following the product descriptions are three indexes. The state index is an alphabetical list of the states and the titles of their products. The major focus index is an alphabetical list of the words listed as the focus of the product. The rotated descriptor index is a list of all the terms used as product descriptors with each word in the descriptor entered separately in alphabetical order.

As members of the Basic Skills State Coordinators Steering Committee, the following state coordinators were instrumental in guiding the development of the catalog: Darby Anderson (Alaska), Glen Cutlip (Maryland), William Hammond (Georgia), Betty Ryder Johnson (Indiana), Ethel Lowry (North Dakota), and James Smith (California). We thank too the other state basic skills coordinators and state education agency staff who wrote and verified the product descriptions. Finally, we appreciate the assistance given us by members of staff of the regional technical assistance centers at Far West Regional Educational Research and Development Laboratory, Frank Porter Graham Child Development Center/University of North Carolina, The NETWORK, Inc., and Northwest Regional Educational Laboratory; by Linda J. Reed, who began this project; and by our project officers Sherwood R. Simons and Helen O'Leary.

Harriet Doss Willis
Paul Owoc
Patricia Corrigan

STATE PRODUCTS

Focus Effective Schooling Practices, K-12

Title The Governor's Task Force on Effective Schooling: A Report

Author The Governor's Task Force on Schooling and
Robert Van Slyke, Deputy Commissioner/Alaska Department of Education

Developer Alaska Department of Education/Governor's Task Force on Effective Schooling/Northwest Regional Educational Laboratory

Audience general public, educators

Use to inform general public; to recommend change

Abstract This 76-page report includes recommendations on the best methods of obtaining effective education. It also defines the responsibilities of schools, the family, and agencies in the total education of Alaska's youth. The report defines goals for Alaska's education system and recommends curricula for each grade level. Conditions and practices necessary for effective schooling are recommended and the report lists necessary qualities in the areas of: principals as instructional leaders, class size, computer-assisted instruction, parent participation, time factors, classroom organization, and grouping. The report was published in 1971.

Descriptors

Curriculum, Educational Improvement

Availability

Effective Schooling Report
Department of Education
Pouch F
Juneau, AK 99811

Write for cost information.

Focus Writing

Title Handbook for Planning an Effective Writing Program, Kindergarten through Grade Twelve

Author California State Department of Education

Developer California State Department of Education

Audience people at the school-site level who plan curricula

Use conferences, workshops

Abstract This 63-page handbook is designed to provide school site planners a standard for assessing their existing writing program and a tool for helping them design new programs. This handbook will assist school-level planners to identify the strengths and weaknesses of existing or proposed programs and will help them to select strategies for change. It addresses both the content and teaching methodology of a writing program, that is, what ought to be taught and how. The discussion of each writing component includes a narrative and suggested activities which are adaptable to various grade levels. The handbook was published in 1982.

Descriptors

Writing Instruction

Availability

Publication Sales
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

$1.75 each, plus sales tax for California residents

Focus Reading

Title Handbook for Planning an Effective Reading Program

Author California State Department of Education

Developer California State Department of Education

Audience teachers, school administrators, parents, and people who wish to focus on the critical areas in a reading program that may need improvement or reinforcement

Use conferences, workshops

Abstract To help persons identify the strengths and weaknesses of existing or proposed reading programs and to help them select strategies for change, the discussion of each of the components of a high-quality reading program includes a series of questions. By answering the questions, a person can determine whether adequate emphasis or attention is being given to each of the critical components of a reading program. The questions are followed by examples of suggested activities that should be of further assistance in clarifying each component. This 47-page booklet was published in 1979.

Descriptors

Reading Instruction, Reading Programs

Availability

Publication Sales
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

$1.50 each, plus sales tax for California residents

Focus Mathematics

Title Handbook for Planning an Effective Mathematics Program

Author California State Department of Education

Developer California State Department of Education

Audience groups or individuals who assess, improve, develop, or make decisions about mathematics programs

Use conferences, workshops

Abstract This 82-page handbook was designed as a tool for assessing and improving a school mathematics program. It identifies and explains the essential components of a high quality school mathematics program. The chapters of the handbook each analyze one of the three components of program planning: the content of the mathematics program (what students learn); the methods of teaching mathematics (how students learn); and support for implementation of a quality mathematics program (the necessary conditions for learning to take place).

Each component is further divided into essential program elements. The handbook was published in 1982.

Descriptors

Mathematics, Mathematics Curriculum

Availability

Publication Sales
California State Department of Education
P.O. Box 271
Sacramento, CA 95802

$1.75 each, plus tax for California residents

Focus Writing--Inservice

Title Writing Resource Guide for Assessment and Instruction

Author Delaware Department of Public Instruction

Developer Gary L. Houpt
State Supervisor of English Language Arts

Audience elementary and secondary teachers

Use inservice, assessment, instruction

Abstract This 122-page booklet is designed to be used as a basis for teacher inservice related to written composition. The publication is divided into three sections. Section I describes the Delaware writing assessment and provides suggestions for adopting the procedures used for the classroom; Section II gives some suggested teaching/learning activities that can be employed to help students improve their written composition; and Section III identifies some additional resources concerned with teaching writing and evaluating student writing. The Appendices include a copy of the assessment instrument and interpretive data supplied by National Assessment of Educational Progress. The booklet was published in 1980.

Descriptors

Writing Instruction

Availability

Dr. Gary L. Houpt, State Supervisor
English Language Arts
State Dept. of Public Instruction
Dover, DE 19901
(302) 736-4887

Free, but supplies are limited.

Focus Coordination, Management

Title Program Evaluation: How Is PREP Working?

Author --

Developer Florida Department of Education

Audience primary education specialists, directors and supervisors of elementary education

Use conferences, district use

Abstract This is an 18-page guide which presents several evaluation models to use in determining the effectiveness of a district's (or school's) primary education plan for kindergarten through third grade. The materials were published in 1981.

Descriptors

Evaluation, Primary Education

Availability

Mrs. Ada P. Puryear, Administrator
Early Childhood and Elementary Education
State Department of Education
Knott Building
Tallahassee, FL 32301

Single copy: free

Florida

Focus Mathematics

Title A Resource Book for Teaching Fifth Grade Minimal Skills in Mathematics

Author --

Developer Florida Department of Education

Audience 3rd, 4th, 5th grade teachers (both regular classroom and supplementary program), paraprofessionals, volunteers

Use to train supplementary program aides and volunteers; also used in classrooms

Abstract This 273-page resource manual published in 1981 provides a developmental teaching sequence leading to mastery of each of Florida's mathematics skills tested at fifth grade level, together with a "starter set" of activities for each skill. The activities are most appropriate for training people who work with students, or for small groups of students themselves.

Descriptors

Mathematics, Arithmetic, Basic Skills

Availability

George Anderson
Florida Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, FL 32301

Single copy: $10.00

Florida

Focus Reading

Title Criteria for Excellence in School Reading Programs

Author --

Developer Florida Department of Education

Audience reading specialists, reading department heads, administrators (K-12)

Use evaluation tool

Abstract These materials offer schools a means of judging the extent to which a total school reading program is in place and identifies areas for improvement. Published in 1978, there are nine pages of materials.

Descriptors

Reading Programs, Evaluation

Availability

Jean V. Marani
Communications Consultant
Florida Department of Education
Knott Building
Tallahassee, FL 32301

Single copy: free

Florida

Focus Reading

Title Teaching Vocabulary Skills: A Handbook for Classroom Teachers, K-12

Author --

Developer Florida Department of Education

Audience reading specialists and teachers, compensatory teachers

Use state conferences and regional meetings

Abstract This 118-page handbook for classroom teachers provides a number of techniques for teaching vocabulary skills: word structure, word relationships, word definitions, context clues. It was published in 1981.

Descriptors

Vocabulary Skills, Basic Skills

Availability

Educational Product Distribution Center
Department of Education
Knott Building
Tallahassee, FL 32301

Single copy: $4.60

Focus Writing

Title Writing in Everyday Life - Forms and Letters
Supplemental Writing Activities for Florida Schools

Author --

Developer Florida Department of Education

Audience classroom teachers, grades 9-12

Use language arts supervisors

Abstract Writing in Everyday Life stresses activities teachers can use in teaching procedures for completing forms, writing business letters, proofreading, spelling, and dictionary skills. The supplemental 163-page book contains activities geared to Florida's minimum performance standards. The materials, published in 1981, are three-hole punched.

Descriptors

Writing, Basic Skills

Availability

Educational Products Distribution
Florida Department of Education
Knott Building
Tallahassee, FL 32301

Writing in Everyday Life - $3.25
Supplemental Writing - $3.75
All orders must be prepaid.

Georgia

Focus Mathematics

Title Criteria of Excellence in Mathematics

Author Georgia Basic Skills Advisory Council

Developer Georgia Department of Education

Audience teachers, curriculum planners

Use a resource guide to curriculum planners

Abstract This 15-page document, published in 1981, identifies thirteen components of an effective mathematics program. It also describes how each component might be implemented and documented appropriately for mathematics programs K-12.

Descriptors

Mathematics, Program Implementation, Basic Skills

Availability

Bill Hammond
Division of Curriculum Service
Twin Tower East, 19th Floor
Atlanta, GA 30334

Free

Focus Mathematics

Title 76 Questions: A Synthesis of the Research on Teaching and Learning Mathematics

Author John P. Downes, Rosalie S. Jensen, and Hiram D. Johnston

Developer Georgia Department of Education

Audience teachers, curriculum directors

Use staff development, inservice, curriculum planning

Abstract This 119-page booklet answers questions concerning mathematics instruction in six major areas, with a comprehensive review of research. The areas are: planning for instruction, instructional procedures, differentiating instruction, methods of instruction, problem solving, and evaluation. The booklet was published in 1979.

Descriptors

Elementary School Mathematics, Secondary School Mathematics, Mathematics Instruction

Availability

Bill Hammond
Division of Curriculum Service
Twin Tower East, 19th Floor
Atlanta, GA 30334

Single copy: $4.00

Georgia

Focus Reading

Title A Synthesis of Research on Reading with Recommendations for Instruction in Georgia Schools

Author MaryAnne Hall, Judy Richardson, Christopher Ramig, Clifford Johnson, and Shirley Haley-James

Developer Georgia Department of Education

Audience teachers, curriculum directors

Use staff development, inservice, curriculum planning

Abstract This 60-page booklet reviews and synthesizes the significant trends in reading at the elementary, middle school, and secondary levels. It also reviews trends in corrective and remedial reading, literature, attitudes and self-concepts, and administration and organization of reading programs. The booklet was published in 1979.

Descriptors

Reading Research, Reading Programs, Corrective Reading, Remedial Reading, Self Concept, Administration, Organization

Availability

Griffin CESA
119 W. Vineyard Road
P.O. Drawer H
Griffin, GA 30224

Single copy: $4.00

Focus Writing

Title Word Recognition Skills Instruction

Author Ira E. Aaron

Developer Georgia Department of Education

Audience teachers

Use inservice, staff development with teachers

Abstract This 100-page booklet focuses on word recognition techniques. Topic areas include word recognition skills, instructional activities, phonics, and dictionary use skills. Includes a word recognition inventory, a glossary of word recognition terms, and a pre- and posttest. The booklet was published in 1982.

Descriptors

Reading, Word Recognition, Phonics, Dictionary Skills

Availability

Bill Hammond
Division of Curriculum Service
Twin Tower East, 19th Floor
Atlanta, GA 30334

Single copy: $4.00

Focus Mathematics

Title Option Y Statistics

Author Arleen V. Singer

Developer Office of Instructional Services, Hawaii State Department of Education

Audience mathematics teachers in grades 9-12

Use for teachers' use in developing a statistics course

Abstract The Option Y Statistics course is designed to provide students with an introduction to the concerns and methods of statistics. The 95-page guide provides high school teachers with guidelines, suggested activities, and an annotated resource list for the development of a one-semester statistics course. Topics included in the course are graphs and charts, collection and organization of data, measures of central tendency and dispersion, uses and misuses of statistics, frequency distributions, correlation and regression. The guide was published in 1980.

Descriptors

Cognitive Objectives, Course Objectives, Instructional Materials, Mathematics Applications, Mathematics Instruction, Resource Materials, Secondary School Mathematics, Statistics, Problem Solving, Secondary Education, Teaching Methods

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $6.95 (paper copy)
Order number ED 201 473

Hawaii

Focus Mathematics

Title Mathematics Program Guide, Grades K-6

Author --

Developer Office of Instructional Services, Hawaii State Department of Education

Audience teachers, administrators

Use to provide direction for teachers and administrators in the development and evaluation of school-level mathematics programs

Abstract The 100-page Mathematics Program Guide, published in 1978, reflects the State's directions and goals in mathematics education. The guide incorporates and supports the statewide competency-based efforts. Curriculum guidelines provide learner objectives for each grade K-6 in the areas of Numbers and Operations, Geometry, and Measurement.

Descriptors

Cognitive Objectives, Curriculum Development, Curriculum Guides, Educational Objectives, Elementary School Mathematics, Elementary Education, Secondary Education, Mathematics Curriculum, State Standards

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $6.95 (paper copy)
Order number ED 197 950

Focus Program Goals, Language Arts

Title Language Arts Program Guide, K-12

Author --

Developer Office of Instructional Services/General Education Branch, Department of Education, State of Hawaii

Audience K-12 teachers, administrators, and district, state personnel

Use foundation of the language arts curriculum and improvement plans at the state, district, and school levels

Abstract This 39-page guide provides a framework for Hawaii's language arts program, and overall direction for schools and the entire department. It suggests ways of moving towards the goals and objectives identified for the students of Hawaii. In shaping the language arts program, two basic questions are addressed: (1) What attitudes, knowledges, and skills should be developed among our students? (2) How should those attitudes, knowledges, and skills be developed? The guide was published in 1979.

Descriptors

Language Arts

Availability

Department of Education
State of Hawaii
Office of Instructional Services/General Education
189 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825

Write for cost information.

Focus Writing Assessment

Title Holistic and Trait Scoring Criteria for Writing Instruction

Author --

Developer Office of Instructional Services/General Education Branch, Department of Education, State of Hawaii

Audience teachers, resource teachers, administrators

Use curriculum plans and inservice

Abstract This 47-page publication is an expansion of an earlier brochure entitled "A Writing Framework for Hawaii's Students (Holistic and Trait Scoring)." It includes the scoring criteria used to evaluate student writing in the statewide writing assessment completed in 1979. The criteria have been found to be useful not only in evaluating student papers but also in directing or re-directing instruction in writing. Suggested use of the criteria contained in this handbook is: (1) Establishing direction of instruction in writing; (2) assessment of students' strengths and weaknesses in writing; (3) evaluation of papers using the holistic and trait methods. Sample writings of papers rated "excellent" through holistic scoring are also included. The document was published in 1981.

Descriptors

Writing Instruction

Availability

Department of Education
State of Hawaii
Office of Instructional Services/General Education
189 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825

Write for cost information.

Focus Needs Assessment, Writing

Title State Writing Improvement Framework

Author --

Developer Office of Instructional Services/General Education Branch, Department of Education, State of Hawaii

Audience administrators, district and state personnel

Use to identify writing needs, to develop implications for improvement in curriculum and instruction

Abstract The Hawaii Writing Assessment was conducted to determine the extent to which students in Hawaii's public schools were achieving the goals and objectives of writing. It was designed to identify strengths and weaknesses of students, and to provide a basis for improvement in curriculum and instruction. This 189-page report documents the writing assessment and focuses on specific recommendations for the accomplishment of improvement in writing performance of all students K-12 in the public schools of Hawaii. It delineates areas of responsibilities so that personnel in the state and district offices and in the schools may work together more effectively in making an impact on the quality of writing done by students. It further suggests approximate time spans for each of the major phases in the implementation of the recommendations. It was published in 1980.

Descriptors

Writing Instruction

Availability

Department of Education
State of Hawaii
Office of Instructional Services/General Education
189 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825

Write for cost information.

Focus Program Assessment

Title Guidelines for Programs of Excellence in Basic Skills (four volumes)

Author Respective Committees, Idaho State Department of Education

Developer Division of State-Federal Instruction Programs, Idaho State Department of Education

Audience individual schools, school districts

Use to use in schools and school districts analyzing and evaluating basic skills area curriculums, to devise more effective basic skills area curriculums

Abstract The Guidelines for Programs of Excellence in Basic Skills consists of four volumes--Reading Program Handbook (1980); Mathematics Program Handbook (1981); Writing Program Handbook (1982); Oral Language Program Handbook (1982). The volumes discuss elements of ideal basic skills programs identified by many Idaho educators. The five dimensions discussed are: (1) Community and School, (2) School Organization and Administration, (3) Instruction, (4) Facilities and Materials, and (5) Evaluation. The publications are designed to help school districts improve basic skills programs by providing fundamental criteria for discussion and evaluation.

Descriptors

Basic Skills, Assessment, Planning, Program Evaluation, Goals and Objectives, Needs Assessment

Availability

George B. Tucker
Department of Education
Len B. Jordan Bldg.
Boise, ID 83720

Write for cost information.

Focus Writing

Title Producing Classroom Authors: Grades K-6

Author Illinois State Board of Education

Developer Program Planning and Development, Illinois State Board of Education

Audience teachers, administrators, consultants

Use inservice, training awareness, teaching

Abstract This 21-page booklet presents a structured process that teaches children to progress from a draft to a finished product stage by individual editing, peer editing, conferring with the teacher, and using other skills of revision. This process is referred to as "publishing" and deals with the post-writing stage of the writing process. It assumes that pre-writing and writing have preceded it. The purpose is to improve students' written work by actively involving them. The booklet was published in 1981.

Descriptors

Basic Skills, Written Language, Writing Skills, Editing

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $2.00 (paper copy)
Order number ED 207 085

Focus Reading

Title Basic Reading Inventory: Manual and Assessment Tests (Elementary Edition)

Author Jerry L. Johns

Developer Program Planning and Development, Illinois State Board of Education

Audience teachers, administrators, consultants

Use inservice, classroom use

Abstract The Basic Reading Inventory, one method of evaluating reading performance and developing reading strategy, is an individually administered, informal reading test composed of a series of word lists and graded paragraphs which the child reads aloud to the teacher. Comprehension questions follow the reading of each paragraph. This 99-page manual explains the purposes of the inventory, gives directions for scoring and administering it, and provides concrete assistance for interpreting test findings so that the results can be used to enhance reading instruction. Appendices contain three forms of the inventory, aids for summarizing results, strategies for improving reading, and sources for further information. Published in 1974, the manual was revised in 1977.

Descriptors

Basic Reading, Diagnostic Tests, Elementary Education, Informal Reading Inventories, Reading Development, Reading Diagnosis, Reading Instruction, Reading Tests

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $6.95 (paper copy)
Order number ED 108 158

Focus Oral Communication

Title Basic Oral Communication Skills: A Program Sequence for Illinois Schools

Author Special Task Force on Oral Communication sponsored by the Illinois State Board of Education

Developer Program Planning and Development, Illinois State Board of Education

Audience teachers, administrators, consultants

Use program planning and assessment, inservice

Abstract This 64-page booklet provides a general structure for sequential instruction in the oral communication skills of listening, speaking, and responding. The skills are presented in five grade level categories: preschool, kindergarten through grade three, grades four through six, grades seven through nine, and grades ten through twelve. The skills are arranged according to Speech Communication Association and American Theatre Association guidelines. Each skill is specifically tied to a guideline and accompanied by sample activities. Lists of sources of the suggested activities, as well as sources for additional activities are included in the booklet, which was published in 1981.

Descriptors

Basic Skills, Communication Skills, Curriculum Guides, Elementary Education, Secondary Education, Listening Skills, Preschool Education, Sequential Learning

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 203 417

Focus Writing

Title Writing Grades K-3; Writing Grades 4-6; Writing Grades 7-9; Writing Grades 10-12

Author Special Task Force on Written Communication sponsored by the Illinois State Board of Education

Developer Program Planning and Development, Illinois State Board of Education

Audience teachers, administrators, consultants

Use inservice, awareness, classroom use, teacher training

Abstract This set of four brochures organized by grade levels gives the definition of writing, the writing process, the standards for "good" writing programs, writing activities, and student and program evaluation. The brochures were published in 1981.

Descriptors

Basic Skills, Written Language, Writing, Standards, Evaluation

Availability

Program Planning and Development
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

Order only 1 copy.

Focus Mathematics--Metric

Title Road Map Math (Metric Edition)

Author Illinois State Board of Education

Developer Program Planning and Development, Illinois State Board of Education

Audience teachers, administrators, consultants

Use inservice, training, awareness, and in the classroom

Abstract This 57-page booklet, designed for use with varying levels of remedial mathematics students in grades 6-10, is intended to help the student become more comfortable using the metric system, reinforce the metric ideas and notions that are taught in other courses, and aid in the development of basic mathematical skills by having the student participate in measuring activities. The unit consists of two basic parts: (1) map skills exercises for individualized work; and (2) the trip-planning project, which provides an opportunity for the mathematics teacher and the language arts teacher to correlate one or more lessons. Originally published in 1976, the booklet was revised in 1980.

Descriptors

Elementary Education, Secondary Education, Language Arts, Learning Activities, Map Skills, Mathematics Education, Mathematics Instruction, Measurement, Metric System, Student Projects, Worksheets

Availability

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 173 169

Focus Reading Assessment Measures

Title Tests and Testing for the Classroom Teacher: A Guide to Selection and Use

Author Roger Hofferth, Consultant

Developer Division of Reading Effectiveness

Audience classroom teachers, administrators (elementary)

Use inservice, preservice, curriculum design

Abstract This 46-page booklet was developed in response to questions posed by teachers in reading program development workshops around the state. Information includes types of tests available, technical considerations, procedures for evaluating and selecting, and test scores. This practical guide was published in 1981.

Descriptors

Evaluation, Evaluation Criteria, Reading Ability, Reading Tests, Testing, Tests

Availability

Division of Reading Effectiveness
Indiana Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204

Write for cost information.

Focus Mathematics, Program Planning

Title Mathematics Guidelines: Guidelines for Mathematics Instruction in Indiana Schools

Author Division of Curriculum Staff and Advisory Committee

Developer Division of Curriculum

Audience classrom teachers (elementary, middle/junior high, high school), administrators, university personnel, mathematics supervisors

Use inservice, curriculum design, evaluation, preservice

Abstract This 78-page publication has been developed to aid in the coordination of mathematics education throughout Indiana schools. The primary purpose of this material is to stimulate the local school systems to instigate the evaluation or development of a complete mathematics curriculum for their students. A secondary reason is to present a set of minimal objectives that each student should achieve upon completion of a particular sequence within the total mathematics curriculum. Published in 1979, the booklet includes both an elementary and secondary section.

Descriptors

Mathematics, Mathematics Curriculum, Mathematics Instruction, Evaluation, Numbers, Number Concepts

Availability

Division of Reading Effectiveness
Indiana Dept. of Public Instruction
Room 229, State House
Indianapolis, IN 46204

Single copy: free

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $6.95 (paper copy)
Order number ED 022 972

Focus Content Area Reading, Program Planning

Title Reading in the Content Areas: A Guide for Program Planning

Author Division of Reading Effectiveness Staff

Developer Division of Reading Effectiveness, Indiana Department of Public Instruction

Audience teachers, administrators, curriculum specialists, reading specialists

Use workshops, inservice

Abstract Developed as a foundation for content area reading inservice, this 252-page handbook focuses on expressed needs of content area teachers. The guide has been specifically designed to assist content area teachers and administrators in improving the abilities of their students to read and understand the content of a specific curricular area. Originally published in 1975, there are 10 chapters in the guide which is three-hole punched and in a binder.

Descriptors

Secondary School Teachers, Curriculum Development, Instructional Design, Content Area Reading, Reading Instruction

Availability

Division of Reading Effectiveness
Indiana Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204

One copy free to SEAs. Otherwise: $6.00 plus postage and handling.
Checks payable to Indiana Department of Public Instruction.

Focus Reading, Program Planning

Title Reading Effectiveness Program/Elementary School Guide

Author Division of Reading Effectiveness staff and University Consultants

Developer Division of Reading Effectiveness

Audience elementary classroom teachers and administrators, reading supervisors, curriculum directors, university staff, students

Use inservice, goal formulation, university classroom use

Abstract Specific reading objectives are included in this 214-page guide in the areas of prereading; word recognition; comprehension; study skills; and attitudes, interests, and values. Methods of determining reading ability by diagnosis and methods for estimating reading potential are discussed. Early reading experiences, instruction methods, and program organization and evaluation are included. The guide, published in 1973 and revised in 1982, is three-hole punched and in a binder.

Descriptors

Affective Objectives, Elementary Education, Reading Instruction, Reading Interests, Reading Programs, Reading Readiness

Availability

Division of Reading Effectiveness
Indiana Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204

One copy free to SEAs and Indiana residents
For others: $8.00 plus postage and handling

Focus Reading, Mathematics, Inservice, Parents

Title Parent Participation - A Formula for Success (4 manuals)

Author Division of Reading Effectiveness Staff

Developer Division of Reading Effectiveness

Audience parents of youngsters preschool through grade 12

Use parent participation workshops

Abstract This series of four manuals was prepared for basic skills education workshops for parents and educators. The manuals are individually bound, and each addresses a topic reflected by the titles: "You Can Count on Mathematics: Developing Awareness and Mastery"; "What Does That Mean? Developing Comprehension Skills"; "See, Hear and Do: Building a Positive Attitude"; and "Parents-School: A Good Relationship." Each manual explores the particular topic for parents of children from the preschool years through grade 12. Specific activities are recommended in each manual for parents to help children with reading at home. The books range in length from 31 to 44 pages, and were published in 1980-81.

Descriptors
Elementary School Students, High School Students, Parent Participation, Parent-School Relationship, Parent-Teacher Cooperation, Mathematics, Reading Comprehension, Motivation, Reading Attitudes

Availability

Div. of Reading Effectiveness
Indiana Dept. of Public Instr.
Room 229, State House
Indianapolis, IN 46204

One set: free

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (mf), $5.30 (paper) per manual
Order number ED 201 980 (Parents-School)
ED 201 982 (See, Hear and Do)
ED 201 983 (What Does That Mean?)

Focus Curriculum Development, K-12

Title A Handbook of Ideas for Curriculum Improvement

Author Barbara A. Ainsworth

Developer Basic Skills Committee: Lory Nels Johnson, Lee Wolf, Barbara Wickless, and Edith Munro

Audience curriculum directors, curriculum committees, administrators, coordinators, consultants, teachers

Use distributed to curriculum directors and curriculum personnel throughout the state

Abstract This 38-page booklet, published in 1981, is a useful tool for school districts revising or developing curriculum. The practical workbook format reflects realities such as restrictions on time and money.

Descriptors

Curriculum Development, Curriculum Guides, Writing Skills, Reading Skills

Availability

Iowa Department of Public Instruction
Instruction and Curriculum Division
Grimes State Office Building
Des Moines, IA 50319

Write for cost information.

Focus Content Area Reading

Title Guides for Teaching Secondary Students to Read in Subject Areas

Author Lory Nels Johnson, editor

Developer State Secondary Reading Committee

Audience content area teachers 7-12, curriculum directors, administrators, language arts/reading coordinators/supervisors

Use inservice

Abstract This 43-page booklet is intended to help secondary school teachers with content area reading instruction. Sections contain step-by-step guidelines for successful reading experiences in business education, driver education, English, home economics, mathematics, music, science, and social studies. The booklet also contains a glossary of reading terms and information on the cloze procedure, the maze technique, Fry Readability Formula, mapping, patterns of writing, creating structured overviews, construction study guides, and content area vocabulary development. It was published in 1980.

Descriptors

Content Area Reading, Guidelines, Reading Instruction, Reading Skills, Secondary Education, Teaching Guides, Teaching Methods

Availability

Dept. of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Write for cost information.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $3.65 (paper copy)
Order number ED 195 971

Focus Basic Skills

Title "The Basic Skills" Within the Curriculum

Author Lory Nels Johnson

Developer State Basic Skills Advisory Committee

Audience K-12 basic skills teachers, administrators, curriculum directors, lay public, university/college educators, consultants, coordinators

Use distributed to school districts, area superintendents, educational leaders within the state, and business leaders

Abstract This six-page pamphlet expresses a basic philosophical statement informing the lay population what basic skills are and what is included in the total concept of this idea.

Descriptors

Basic Skills

Availability

Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Write for cost information.

Focus Mathematics, K-12

Title Commitment to Excellence: Directions for K-12 Mathematics Education in Iowa

Author Barbara Wickless and Lyle Baker

Developer Mathematics Reactors Committee

Audience K-12 mathematics teachers, administrators, curriculum directors, mathematics consultants/supervisors

Use by local school district personnel to revise and update their mathematics curriculum

Abstract This document, published in 1982, is designed to provide directions to the target audience for the purpose of conducting a self-evaluation of a mathematics program. Seven categories--curriculum development, evaluation, teaching strategies, instructional materials, student involvement, staff development, and facilities--that can affect a mathematics program have been identified. A checklist of relevant items to consider are identified for each category. Further explanation or expansion for each checklist item is provided. Background information that specifies trends, directions and/or recommendations from a national or state perspective is included. In addition, pertinent legal information and support resources on selected topics or issues that have a direct relationship to mathematics programs are provided.

Descriptors

Mathematics, Curriculum Development, Guidelines, Teaching Guides, Teaching Methods

Availability

Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Write for cost information.

Focus English, Language Arts

Title Framework: Integrating Language Arts

Author Lory Nels Johnson, Editor
State Language Arts Committee

Developer State Language Arts Committee

Audience K-12 language arts teachers, language arts coordinators/supervisors, administrators, curriculum directors

Use inservice for curriculum revision and update

Abstract This 41-page booklet demonstrates the relationship of the various strands in the language arts and how to implement this type of approach to help students acquire a full, broad language development program. Discussion on the contents of the philosophical goals and language objectives in this document help find purpose and meaning in a school's language development program. The booklet was published in 1981.

Descriptors

Curriculum Development, Reading Skills, Writing Skills, Guidelines, Language Skills, Language Arts, Teaching Guides

Availability

Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Write for cost information.

Focus Reading--Parents

Title 1981 Summer Reading Calendar, Kindergarten through Level 6

Author Parent Relations Committee, Kansas Council, International Reading Association

Developer Parent Relations Committee, Kansas Council, International Reading Association

Audience families of elementary children

Use pilot study

Abstract These materials consist of seven levels of a summer reading calendar for home use by students completing kindergarten through grade 6. Each calendar includes notes to adults on summer reading in the home and daily activity suggestions for June, July, and August. Activities are designed to feature reading skills appropriate to the level. Family activities and independent reading activities are featured periodically. Materials required for activity completion are limited to those commonly available in homes not oriented to regular reading-related activity. Monthly contacts with the initiating teacher are built into the calendars. The materials were published in 1981 and are on legal-size paper.

Descriptors

Parent Participation, Reading Habits, Reading Improvement, Reading Materials, Reading Skills, Summer Programs

Availability

Mary McDonnell Harris
Kansas State University
College of Education
Bluemont Hall
Manhattan, KS 66506

$1.60, checks payable to College of Education Copy Center, Kansas State University

Kansas

Focus Mathematics

Title Curriculum Guide for Basic Skills in Mathematics

Author Writing Committee of the State Mathematics Advisory Committee, Kansas State Department of Education

Developer Kansas State Department of Education

Audience teachers, administrators K-12

Use program development, inservice for teachers

Abstract This 58-page guide provides a basic outline for developing a mathematics program. The guide, published in 1979 and revised in 1981, is organized by grades K-8 and by subject 9-12. The theme is objective-based instruction.

Descriptors

Mathematics, Basic Skills, Learning Objectives

Availability

Dr. Ramona J. Anshutz
Mathematics and Science
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612

Write for cost information.

Focus Reading

Title The Wichita Reading Handbook, USD #259

Author A Committee of Classroom Teachers, USD #259

Developer Curriculum Division - Reading Services, USD #259

Audience classroom and content areas teachers involved with elementary and junior high school reading programs

Use a guide for teachers, administrators, and supervisory personnel in planning, developing, and evaluating reading programs

Abstract This 166-page reading handbook describes significant features of the classroom reading program for teaching reading (K-8) in the Wichita Public Schools. A reading skills checklist has been included, thus identifying grade level expectancies (K-8) in the four basic skill areas: vocabulary, word analysis, comprehension, and study skills. One section is devoted specifically to content area reading since this represents a major emphasis of the middle grades and junior high reading programs. The Wichita Management System is described and implemental procedures are explained in another section. References and resources for additional information have been included. The handbook was published in 1981.

Descriptors

Reading, Reading Instruction

Availability

Reading Services Center
1847 N. Chautauqua
Wichita, KS 67214

$8.50 including postage (limited copies)

Kentucky

Focus Parent - School Relationships

Title Enhancing Parent-School Communications

Author Debra Johnson, Bernard Strenecky, and Denzil Edge

Developer Program Development, Bureau of Instruction
Kentucky Department of Education

Audience teachers, administrators, parents

Use --

Abstract Enhancing Parent-School Communications is a compilation of eleven essays dealing with all facets of parent-school relationships. The essays, written by professional educators, deal with successful parent programs, practical ideas for involving and training parents, and suggestions for parents interested in child advocacy, school involvement, and home-based learning. Topics include preschool through high school. This 100-page booklet was published in 1982.

Descriptors

Parent Participation, Family Involvement, Parent Conferences, Parent Role, Parent-School Relationships, Parent-Teacher Conferences

Availability

Ms. Debra Johnson
18th Floor
Capitol Plaza Tower
Frankfort, KY 40601

Single copy: free

Louisiana

Focus Instruction

Title Mathematics Curriculum Guide K-8

Author Statewide Curriculum Committees

Developer Statewide Curriculum Committees

Audience teachers of mathematics, K-8

Use field-tested, classroom use

Abstract This 736-page guide brings together the various components of the Louisiana State Competency-Based Education Program that directly affect mathematics instruction. The mathematics guide is divided into three major sections:

Course Content for each grade level (What to teach)
Activities (How to teach it)
Minimum Standards (For ready reference)

The key to the effective use of the guide is the course content for each teacher's level of responsibility as the course content also serves as the index to the activity section. All activities are identified by the content and the performance objective. The guide was published in 1981.

Descriptors

Mathematics, Mathematics Curriculum

Availability

Louisiana Department of Education
Bureau of Curriculum, Inservice and Staff Development
Room 608
P.O. Box 44064
Baton Rouge, LA 70804

Write for cost information.

Louisiana

Focus Instruction

Title English Language Arts Curriculum Guide K-12

Author Statewide Curriculum Committees

Developer Statewide Curriculum Committees

Audience teachers of English language arts, K-12

Use field-tested, classroom use

Abstract These materials (1,218 pages in three volumes) bring together the various components of the Louisiana State Competency-Based Education Program that directly affect language arts instruction. For convenience, the guide is divided into three volumes: K-6, 6-9, and 9-12. The grade-level overlap assures a continuous flow of skills development. A course content for each grade level is written in terms of reading and composition skills so that there is no conflict between the state guide and the parish- (county) adopted texts. The guide was published in 1981.

Descriptors

Language Arts

Availability

Louisiana Department of Education
Bureau of Curriculum, Inservice, and Staff Development
Room 608
P.O. Box 44064
Baton Rouge, LA 70804

Write for cost information.

Focus Writing--Inservice

Title Teaching Writing: A Process Approach

Author Writing Task Force for Instructional Television

Developer Instructional Services Branch, Division of Instructional Television, Maryland State Department of Education; and Basic Skills Branch, Division of Instruction, Maryland State Department of Education

Audience writing teachers, supervisors

Use state and local inservice

Abstract This project is a video series developed in 1982 consisting of nine 30-minute telelessons and two print supplements designed for instructors who teach writing in grades K-12. The series includes the following lessons on audio cassettes:

1. Introduction to the Writing Process
2. Diagnosis
3. Prewriting I
4. Prewriting II
5. Writing
6. Rewriting: Revising
7. Proofreading
8. Evaluation
9. Organizing a Year's Plan

Descriptors

Writing, Inservice, Competency-Based Education, Basic Skills

Availability

Maryland State Department of Education
Division of Instructional Television
Maryland Center for Public Broadcasting
11767 Bonita Avenue
Owings Mills, MD 21117

Write for cost information.

Maryland

Focus Reading, Mathematics

Title Functional Reading Instructional Guide
Functional Mathematics Instructional Guide

Author --

Developer Basic Skills Branch, Division of Instruction

Audience classroom teachers

Use inservice at the state and local levels, resources in developmental and remedial instruction

Abstract The reading and mathematics instructional guides developed in 1976 are designed to assist classroom teachers in the teaching of the specific functional skills which have been identified as graduation prerequisites. These 150-page guides are correlated with the functional testing program for maximal goodness of fit between instruction and assessment. Each guide contains (1) instructional content specifications for the skills, (2) sample test items, (3) sample instructional activities, and (4) additional suggested activities for teaching functional skills. The guides are intended to support instruction in the functional skills programs--not to be a total reading or mathematics curriculum.

Descriptors

Reading, Mathematics, Instruction, Functional Literacy, Competency-Based Instruction

Availability

Ms. Josie Conner
State Media Services Center
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

$2.00 each

Maryland

Focus Reading, Mathematics, Writing

Title Standards for Successful Reading Programs. Standards for Successful Mathematics Programs. Standards for Successful Writing Programs

Author Reading Standards Committee. Mathematics Standards Committee. Writing Standards Committee.

Developer Basic Skills Branch, Division of Instruction

Audience basic skills supervisors, principals, curriculum directors

Use inservice, technical assistance at the state and local levels on their use, resources for program evaluation and improvement

Abstract These program standards can be used by local education agencies in planning, implementing, and evaluating basic skills programs. Together, these 25-page booklets of program standards establish the structure of successful basic skills programs in Maryland. The Basic Skills Branch provides training in the use of these standards, and local education agencies use these standards and procedures in their normal program improvement strategies. Priority areas for program improvement emerge from the use of these documents. The school staff then cooperatively plans a strategy for improving the priority areas. Continued monitoring of progress is necessary in this procedure, but reporting the results of using these standards is a local school system option.

Descriptors

Basic Skills, Program Improvement, Curriculum, Standards

Availability

Ms. Josie Conner
State Media Services Center
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

$2.00 each

Focus Mathematics--Inservice

Title Counterplot

Author Clarence Miller and Michael Sullivan

Developer Instructional Services Branch, Division of Instructional Television, Maryland State Department of Education

Audience middle/junior high school students, (could also be used for remediation at the high school level or in the upper elementary grades for motivation)

Use broadcast on the Maryland Public Broadcasting System

Abstract The series of 16 telelessons developed in 1982 centers around a detective, Nick Malone, who solves all of his crimes by using mathematics. The focus of the series is problem solving using the competency-based basic skills objectives in mathematics developed by the Maryland State Department of Education.

Descriptors

Mathematics, Basic Skills, Instruction, Competency-Based Education

Availability

Maryland State Department of Education
Division of Instructional Television
Maryland Center for Public Broadcasting
11767 Bonita Avenue
Owings Mills, MD 21117

Write for cost information.

Focus Oral Communication, K-12

Title MARDEL Oral Communication K-12 Resource Manual

Author MARDEL Oral Communication Planning Team and Project Members

Developer Maryland State Department of Education, Research for Better Schools, Salisbury State College, and Delaware Department of Public Instruction

Audience classroom teachers, curriculum supervisors

Use state and local inservice

Abstract This 200-page guide presents a K-12 program in oral communication including the following components: assumptions underlying an oral communication program; instructional goals and objectives (clusters of K-3, 4-6, 7-9, 10-12); instructional activities (grade clusters); program evaluation; student assessment - listening; student assessment - speaking; and resource materials. The guide was published in 1982.

Descriptors

Oral Communication, Instruction, Curriculum

Availability

Ms. Josie Conner
State Media Services Center
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

$3.00 each

Focus Speaking, Listening

Title Resources for School #19: Teaching Speaking and Listening Skills in the Elementary and Secondary School

Author Kenneth L. Brown with Nicholas Burnett, Gregory Jones, Shigeru Matsumoto, Norma Jane Langford, and Manuela Pacheco

Developer The Massachusetts Dissemination Project

Audience teachers, teacher trainers, school administrators, curriculum designers

Use development, inservice

Abstract Teaching Speaking and Listening Skills in the Elementary and Secondary School was developed in 1981 as a resource guide for teachers, school administrators, curriculum designers, parents, and school committee members as they began to organize and define oral communication instruction within their districts. This 85-page publication provides background information on the factors affecting the teaching of speaking and listening, reviews curriculum patterns and approaches, describes promising classroom practices already employed in a variety of Massachusetts schools, and reviews bibliographic and other resources for developing curricula and modifying teaching practices.

Descriptors

Listening Skills, Speech Skills, Elementary Education, Secondary Education

Availability

Massachusetts Department of Education
Bureau of Educational Resources
54 Rindge Avenue Extension
Cambridge, MA 02140

Please send postage (92¢ book rate, $1.75 first class)

Massachusetts

Focus Writing Assessment

Title Measure for Measure: A Guidebook for Evaluating Students' Expository Writing

Author Norman C. Najimy, Editor

Developer Pittsfield Public Schools and the Massachussetts Department of Education, Reprinted by the National Council of Teachers of English

Audience teachers

Use inservice, classroom use

Abstract This 32-page guide was developed to aid teachers in the evaluation of students' expository writing, a problemmatic area because there are no fixed standards. In Measure for Measure, both evaluation techniques and applications with examples are presented in a concise, straightforward manner. Some suggested readings on evaluation are also included. Originally published in 1980, the booklet was revised in 1981.

Descriptors

Writing Composition, Evaluation

Availability

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Write for cost information.

Michigan

Focus Content Area Reading

Title MEAP Secondary Reading Materials

Author Elaine Weber, et al.

Developer Michigan Department of Education

Audience secondary science, social studies, and literature teachers

Use inservice

Abstract This 117-page document was developed in 1981 by committees composed of members from the Michigan Reading Association. It includes all the objectives identified as minimal state requirements for reading at the ninth grade level. Each objective of the five strands includes a sample of a test item, (if it is tested) examples showing how it is represented in science, social studies, and literature textbooks, a procedure for instruction, and suggested teaching activities. There are five appendices. Appendix A presents a model appropriate for dissemination and utilization of the MEAP reading data in a secondary school. Appendix B presents several methods for determining reading levels of textual materials. Appendix C describes in detail specific activities referred to in the teaching suggestions for that specific objective. Appendix D suggests a developmental process for integrating the objectives into content area lessons. Appendix E provides general guidelines for teaching the five reading strands.

Descriptors

Reading Objectives, Secondary Schools, Content Area Reading

Availability

Michigan Department of Education
Box 30008
Lansing, MI 48909

Single copy: free

Focus Listening

Title MEAP Support Materials for Listening Skills

Author Judy Hood, Don Boileau, Sandra Crane, George Croll, Diane Evans, Rick Kowalski, Jean Mayhew, Stephen Rhodes, and Shirley VanHoeven

Developer Michigan Department of Education

Audience teachers, K-12

Use workshops

Abstract This 17-page document was developed in 1980 to teach listening skills. It includes the MEAP test items for grades four, seven, and ten; the objective tested; an error analysis for each item; and instructional strategies.

Descriptors

Listening, Remedial Instruction

Availability

Judy Hood
Michigan Department of Education
Box 30008
Lansing, MI 48909

Single copy: free

Michigan

Focus Mathematics

Title MEAP Support Materials for Mathematics

Author Norma Berry, et al.

Developer Michigan Department of Education

Audience teachers in grades 4-10

Use inservice

Abstract This 56-page document was produced to assist teachers with teaching computation with fractions and decimals. A paper strip model is used for fractions and a linear metric measurement is used as the model for decimals. Sections on the teaching of ratio, proportion, and percent are also included. The booklet was published in 1979.

Descriptors
Mathematics, Manipulative Materials, Fractions, Decimals, Ratios, Percentage

Availability

Michigan Dept. of Education
Box 30008
Lansing, MI 48909

Single copy: free

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 170 149

Michigan

Focus Reading

Title MEAP Support Materials for Reading

Author Teressa Staten, et al.

Developer Michigan Department of Education

Audience teachers in grades 4 and 5

Use inservice

Abstract This 37-page booklet contains materials for Michigan minimal reading objectives at the third and sixth grade level that were not attained by 20 percent of the students statewide. The process and materials presented are to support remedial instruction on the reading objectives. The appendix describes a process for collecting reading data on students attaining fewer than 50 percent of the objectives and a process that suggests a workable procedure that classroom eachers may use to assist them in planning programs for individual learners. The booklet was published in 1979.

Descriptors

Remedial Reading

Availability

Michigan Department of Education
Box 30008
Lansing, MI 48909

Single copy: free

Minnesota

Focus Mathematics

Title Some Essential Learner Outcomes in Mathematics

Author Essential Learner Outcomes Mathematics Committee and Revision Committee

Developer Division of Instruction, Minnesota Department of Education

Audience teachers, administrators

Use answering requests, training, inservice, workshops

Abstract This 21-page curriculum document contains some content objectives and some process models for K-12 curriculum development and organization. The material, published in 1981, can indicate which objectives of a mathematics program should be given priority at specified levels in schools, where the various topics in a mathematics curriculum should be introduced, and when students should be held responsible for their mastery. This can be used as a tool for local development of a comprehensive scope and sequence for mathematics instruction and can be used to help develop a local curriculum guide. The process model describes how a faculty of mathematics teachers can use this publication in developing or organizing a K-12 mathematics curriculum. The process components addresses two activities: prioritizing objectives and grade placement of objectives.

Descriptors

Mathematics, Basic Skills, Elementary School Mathematics, Mathematical Concepts, Secondary School Mathematics, Mathematics Instruction

Availability

Patricia L. Moran, Basic Skills Unit
Minnesota State Department of Education
673 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Single copy: free

Minnesota

Focus Reading

Title Some Essential Learner Outcomes in Reading

Author Essential Learner Outcome Reading Revision Committee

Developer Division of Instruction, Minnesota Department of Education

Audience teachers, administrators

Use answering requests, training, inservice, workshops

Abstract Two important lists are included in this 33-page document published in 1981. List One identifies fundamental areas and objectives for reading instruction that represent an independent logical analysis of reading as a developmental process. These areas and objectives represent skills, knowledge, and attitudes found in any quality reading program. There are four broadly related skill areas which represent a developmental hierarchy of reading skill components. Grouped and ordered within each area are objectives and subobjectives for students in grades 4, 8, and 11. List Two contains 24 criteria of excellence that define what should characterize a quality reading program. Those criteria are benchmarks for comparing what exists in a reading program with what should be happening. Organizational procedures and administrative policies for the development, implementation, and maintenance of a quality reading program identifies existing strengths, notes weaknesses, and detects voids so that needs are highlighted and priorities are ordered.

Descriptors

Reading Instruction, Reading Process, Reading Comprehension, Reading Skills, Reading Programs

Availability

Patricia L. Moran, Basic Skills Unit
Minnesota State Department of Education
673 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Single copy: free

Minnesota

Focus Writing, Listening, Speaking

Title Some Essential Learner Outcomes in Communications/Language Arts

Author Some Essential Learner Outcomes Revision Committee

Developer Division of Instruction, Minnesota Department of Education

Audience teachers, administrators

Use training, inservice, workshops, answering requests

Abstract These materials, published in 1982, list some of the outcomes which are key for the development of successful communicators. These outcomes provide the specificity desirable for developing scope and sequence and are listed by groupings: K-4, 5-8, 9-12. Developmental suggestions are provided, along with the scope and sequence chart, to assist and inform local planning discussions. The learner outcomes are divided into eight major strands or categories and are organized according to knowledge, process, and value. This document also contains a glossary and bibliography.

Descriptors

Language Arts, Speech Communication, Writing Instruction, Writing Composition, Verbal Communication, Listening Skills

Availability

Patricia L. Moran, Basic Skills Unit
Minnesota State Department of Education
673 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Single copy: free

Focus Mathematics

Title Troubleshooting Basic Mathematical Computational Skills

Author Kathy Ross, Niles Calhoun, and Joyce Johnson

Developer Title I, ESEA, State Department of Education and Mississippi Authority for Educational Television

Audience teachers of elementary mathematics and remedial secondary mathematics

Use workshops

Abstract This videotaped inservice program was designed for use by teachers. The program deals with the four basic operations on whole numbers, combining addition and subtraction into one unit. Each of the three areas (addition-subtraction, multiplication, division) is broken into shorter parts covering different skills. The format is the use of chalk and chalkboard. There are a few scenes using other visuals, but the major portion is just the basic material. An information sheet of topics covered is available upon request. The entire program is approximately two hours.

Descriptors

Inservice Teacher Education, Mathematics Education, Elementary Education, Elementary Mathematics, Remedial Mathematics

Availability

Louise Ginn
State Department of Education
P.O. Box 771
Jackson, MS 39205

Tape loaned for 5 days. Specify 1/2" or 3/4" tape for copying.

Mississippi

Focus Mathematics

Title Problem Solving In Mathematics

Author Kathy Ross, with an advisory committee

Developer Title I, ESEA, State Department of Education and Mississippi Authority for Educational Television

Audience elementary and secondary mathematics teachers

Use inservice, workshops

Abstract This videotape program gives a logical approach to the teaching of problem solving. Examples of problems have been illustrated with the use of students. The program is approximatey 45 minutes long. A summary of material covered in the program may be obtained upon request.

Descriptors

Inservice Teacher Education, Mathematics Education, Elementary Mathematics, Elementary Education

Availability

Louise Ginn
State Department of Education
P.O. Box 771
Jackson, MS 39205

Tape loaned for 5 days. Specify 1/2" or 3/4" tape for copying.

Focus Writing

Title A Writing Guide for Missouri Schools K-12

Author Department of Elementary and Secondary Education

Developer Department of Elementary and Secondary Education

Audience teachers, administrators

Use inservice workshops for teachers and administrators, developing writing programs at the local level

Abstract Goals and objectives for a comprehensive writing program are suggested for grades K-12. For each objective, there are several teaching strategies suggested. This guide won an award for excellence from the National Council of Teachers of English. The 115-page guide was published in 1979.

Descriptors

Writing Instruction

Availability

Missouri Testing and Evaluation Service
408 Hitt Street
Columbia, MO 65211

Single copy: $2.27

Focus Reading, K-12

Title Basic Reading Skills for Missouri Students

Author Department of Elementary and Secondary Education

Developer Department of Elementary and Secondary Education

Audience teachers, administrators

Use develop sequences of reading skills, guide for evaluating reading programs

Abstract This 55-page publication lists reading skills for grades K-12 in terms of competencies and learner outcomes. Special sections are provided for teaching of reading in social studies, mathematics, science, art, and music. Record forms for student progress are included. Published in 1978.

Descriptors

Reading Skills

Availability

Missouri Testing and Evaluation Service
408 Hitt Street
Columbia, MO 65211

Single copy: $1.61

Focus Children's Literature

Title A Guide for Children's Literature

Author Department of Elementary and Secondary Education

Developer Department of Elementary and Secondary Education

Audience teachers of grades K-8, administrators, librarians

Use workshops, selecting books to read aloud and to suggest for reading at home

Abstract The 108-page guide provides goals for a children's literature program; suggestions of ways to teach children's literature in elementary school; sample lesson plans for several selections from literature; and suggests a reading list on a month-by-month basis for grades K-5 and a comprehensive listing for grades 6-8. It was published in 1980.

Descriptors

Children's Literature

Availability

Missouri Testing and Evaluation Service
408 Hitt Street
Columbia, MO 65211

Single copy: $1.65

Focus Language Arts

Title The Missouri Basic Word List and Tutoring Suggestions

Author Department of Elementary and Secondary Education

Developer Department of Elementary and Secondary Education

Audience teachers, administrators, students, parents, adults with reading problems

Use source of spelling words for many districts, used in Adult Basic Education classes, used by volunteers working with individuals or small groups

Abstract A survey of word lists compiled by various individuals was made. To the list of words collected from these sources, six popular newspapers from within the state were analyzed to note words prevalently used. The list of 2400 high-frequency use words can be used as a source of words for spelling as well as a source of sight words for children, youth, and adults. Tutoring suggestions in the publication provide suggestions for ways that a volunteer or aide could help learners acquire the sight words included. The booklet, published in 1978, has 82 pages.

Descriptors

Spelling

Availability

Missouri Testing and Evaluation Service
408 Hitt Street
Columbia, MO 65211

Single copy: $1.78

Missouri

Focus Mathematics

Title Basic Math Skills for Missouri Students K-8

Author Department of Elementary and Secondary Education

Developer Department of Elementary and Secondary Education

Audience teachers in grades K-8, administrators

Use develop district mathematics curricula, example of a management system in mathematics

Abstract Goals for mathematics programs are suggested in this 48-page booklet. Specific skills for each of the six strands of mathematics included are suggested with grade levels at which the skills are typically taught identified. A form for recording student progress in mastery of the objectives is provided in the guide. The guide was published in 1981.

Descriptors

Mathematics

Availability

Missouri Testing and Evaluation Service
408 Hitt Street
Columbia, MO 65211

Single copy: $1.78

Nevada

Focus Writing

Title The Nevada Proficiency Examination Programs Evaluating the Writing Sample

Author Edward H. Howard

Developer Nevada Department of Education, Planning and Evaluation Branch

Audience secondary English teachers

Use sent to high school teachers

Abstract This 64-page booklet focuses on evaluating the writing samples of Nevada Proficiency Examination: background and administration of the writing test; arrangements for and process of holistic scoring; rubrics and writing; use of the test scores; and a great number of writing samples which exemplify the rating scale. The booklet was published in 1981.

Descriptors

Writing

Availability

Dr. Bill Abrams
Nevada Department of Education
Capitol Complex
Carson City, NV 89710

Single copy: $1.00

Nevada

Focus Competency-Based Adult Education

Title Nevada Competency-Based Adult High School Diploma Project

Author Melinda K. Haynes

Developer Nevada Department of Education, Vocational Education Branch

Audience adult education

Use adult learning centers in Nevada

Abstract This series of 12 booklets has competency statements, performance indicators, and pre- and posttests in areas of language arts and mathematics. It also covers earth and physical science, U.S. history, citizenship, consumer education, environmental education, health, and American government. The booklets and teacher's guide were published in 1980.

Descriptors

Competency-Based Education, Adult Education

Availability

Dr. Bill Abrams
Nevada Department of Education
Capitol Complex
Carson City, NV 89710

Single copy: free

Nevada

Focus Classroom Instruction and Management

Title Nevada Teachers' Resource Kit

Author Corrine H. McGuigan, Sue Shoemaker, Jennifer Oleson, and Anne Mathewson

Developer Nevada Department of Education, Special Education Branch

Audience regular and special education teachers

Use inservice for regular, remedial, and special education teachers

Abstract This 590-page kit is a collection of information regarding critical dimensions of classroom instruction and management, organized into ten components or modules. Designed to function independently or as a link with other units, each deals with one aspect of the teaching/learning process: (1) An introduction to the NTRK: What it is and how to use it; (2) Assessment: Tools and guidelines; (3) Classroom materials: Evaluation, selection and modification; (4) Classroom organization and management; (5) Student goals: How to set and achieve them; (6) Basic instructional strategies; (7) Management of appropriate and inappropriate classroom behaviors; (8) Monitoring strategies; (9) Working relationships: How to make things happen with parents and teachers; (10) Index or problems. The materials were published in 1980.

Descriptors

Classroom Instruction, Classroom Management, Teaching/Learning Process, Special Education

Availability

Dr. Bill Abrams
Nevada Department of Education
Capitol Complex
Carson City, NV 89710

Single copy: free

Nevada

Focus Writing Assessment

Title Holistic Scoring Rater Analysis/Item Analysis - A Fortran Program

Author George B. Barnes

Developer Nevada Department of Education, Planning and Evaluation Branch

Audience writing assessment directors

Use for rater and item selection for statewide writing assessment

Abstract This computer program written in FORTRAN is used to analyze rater effectiveness in holistic writing assessments. The output for each rater compares the scores given by that rater with other scores given to the same sample of papers. This comparison includes frequency and percentage cross-tabulation of scores, kappa coefficient, Pearson r, means, standard deviations, frequencies along with total and net discrepancy counts and percentages. This program can also be used with pilot test data to analyze item effectiveness. Published in 1982.

Descriptors

Holistic Scoring, Item Analysis

Availability

Planning and Evaluation Unit
Nevada Department of Education
Capitol Complex
Carson City, NV 89710

Single copy: free

Nevada

Focus Testing--Reporting Results

Title Reporting District and State Level Stanford Achievement Test Results

Author George B. Barnes

Developer Nevada Department of Education, Planning and Evaluation Branch

Audience assessment directors at state and district levels

Use to describe more specifically and graphically to districts how their test scores compare to state and national norms

Abstract This is a computer program written in BASIC for the analysis of districts' test results based upon stanine frequency distributions. Input includes the test name, grade level, year of testing, district names, and each district's stanine distribution. Output consists of a report for each district, a state summary report and a district comparison report. These reports include frequency, cumulative frequency, percentage and cumulative percentage distributions, graphs of distributions and statistical tests of significances of the differences among district, state and norming groups. With minor modifications, this program could be used to report individual schools' test results and those results' relationship to district, state, and national results. Published in 1981.

Descriptors

Test Results

Availability

Planning and Evaluation Unit
Nevada Department of Education
Capitol Complex
Carson City, NV 89710

Single copy: free

New Mexico

Focus Testing, Evaluation

Title New Mexico High School Proficiency Examination: A Handbook for Test Coordinators and Counselors

Author New Mexico State Department of Education

Developer Evaluation, Assessment, and Testing Unit
New Mexico State Department of Education

Audience test coordinators, counselors

Use to help test coordinators and counselors answer questions

Abstract As part of the Basic Skills Plan, the New Mexico High School Proficiency Examination was designed to assist districts in determining which students qualify for the diploma endorsement based on demonstrated competence. The purpose of this 11-page handbook is to assist counselors and test coordinators in analyses and articulation of the New Mexico High School Proficiency Examination results. The handbook has two sections: (1) individual student report analyses, and (2) procedures for analyzing district data. The first section is designed for use in counseling students and interpreting individual student performance to parents from a diagnostic perspective. The second section provides direction for test coordinators and district personnel interest in analyzing group performance and formulating recommendations based on findings. The handbook was published in 1981.

Descriptors

Testing, Minimum Competency Testing, Test Interpretation, Educational Assessment

Availability

Evaluation, Assessment, and Testing Unit
New Mexico Department of Education
Education Building
Santa Fe, NM 87503

Write for cost information.

New Mexico

Focus Testing--Using Results for Planning

Title New Mexico High School Proficiency Examination: Administrators' Handbook

Author New Mexico State Department of Education

Developer Evaluation, Assessment, and Testing Unit
New Mexico Department of Education

Audience educational administrators

Use to help educational administrators answer questions

Abstract This 16-page handbook is directed to those individuals who are interested in using test results for program planning and improvement. The focus of the text is on articulation of results and related procedures for developing and planning intervention strategies. The remaining portion of the handbook focuses on suggested procedures and practices following administration of the New Mexico High School Proficiency Examination. This publication does not address procedures related to the Writing Assessment. The handbook was published in 1981.

Descriptors

Testing, Minimum Competency Testing, Test Interpretation, Educational Assessment

Availability

Evaluation, Assessment, and Testing Unit
New Mexico Department of Education
Education Building
Sante Fe, NM 87503

Write for cost information.

New Mexico

Focus Writing

Title New Mexico High School Proficiency Examination Writing Appraisal: Administrators' Handbook

Author New Mexico State Department of Education

Developer Elementary and SEcondary Education Unit
New Mexico Department of Education

Audience educators in New Mexico

Use presentations at community meetings, inservice

Abstract The Writing Skills Appraisal is a portion of the High School Proficiency Examination required by the New Mexico Basic Skills Plan (NMBSP). This 11-page handbook, published in 1981, details the general requirements for administering the Writing Appraisal. The handbook is intended to aid school personnel in meeting the intent of the New Mexico State Board Policy.

Descriptors

Test Interpretation, Writing, Writing Skills, Minimum Competencies, Educational Assessment

Availability

Basic Skills, Elementary and Secondary Education Unit
Department of Education
Education Building
Santa Fe, NM 87503

Write for cost information.

New Mexico

Focus Basic Skills

Title New Mexico Basic Skills Plan Requirements and Objectives: A Summary

Author New Mexico State Department of Education

Developer Elementary and Secondary education Unit
New Mexico Department of Education

Audience educators and community people in New Mexico

Use presentations to school staffs and in presentations at community meetings

Abstract The purpose of this 31-page booklet is to provide an overview of information regarding the New Mexico Basic Skills Plan. It also includes local requirements related to basic skills instruction, evaluation of student performance, and remediation of student deficiencies; suggested procedures for local curriculum and remedial program planning; and the goals, objectives, competencies, and skills for both portions of the New Mexico High School Proficiency Examination (NMHSPE). It was published in 1980.

Descriptors

Curriculum Development, Testing, Minimum Competency Testing, Basic Skills, Minimum Competency, Educational Assessment

Availability

Basic Skills, Elementary and Secondary Education Unit
New Mexico Department of Education
Education Building
Santa Fe, NM 87503

Write for cost information.

New Mexico

Focus Writing

Title New Mexico Writing: A Statewide Sample

Author Howard J. Scheiber

Developer Elementary and Secondary Education Unit
New Mexico State Department of Education

Audience educators in New Mexico

Use to answer general questions, in presentations at community meetings, and inservice

Abstract This 63-page document, New Mexico Writing: A Statewide Sample, provides a description of student performance on each of the four tasks of the Basic Skills Assessment Writing Sample test administered under the aegis of the State Department of Education during Spring, 1980. Because these four tasks are similar to the four required in the Student Writing Skills Appraisal portion of the New Mexico High School Proficiency Examination, the Department chose this test as the one on which to base the report. A discussion of the holistic rating process as well as implications for writing programs and classroom teaching are also included. The document was published in 1981.

Descriptors

Educational Assessment, Evaluation Methods, Student Evaluation, Writing Research, Writing Skills

Availability

Elementary and Secondary
Education Unit
New Mexico Dept. of Education
Education Building
Santa Fe, NM 87503

Write for cost information.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 200 975

New York

Focus Mathematics

Title Mathematics K-6: A Recommended Program for Elementary Schools

Author Edward Cunningham, Elaine Mintz, and Kristina Leeb-Lundberg

Developer Frederic Paul, Rita Sator, and John Sullivan

Audience elementary mathematics teachers

Use mathematics curriculum guide

Abstract This 66-page booklet is a description of a mathematics program for kindergarten through grade six, as recommended by the State Education Department of New York. In this publication the curriculum for each grade in elementary school mathematics is organized into five major strands: (1) number and numeration; (2) operations with whole numbers; (3) operations with fractions; (4) probability and statistics; and (5) geometry and measurement. The guide states that the strands should be viewed as intricately related, and that teachers should use their own judgment concerning the order of presentation of the topics. The document gives many examples of problems and activities that can be used to help communicate the listed objectives. The booklet was published in 1980.

Descriptors

Curriculum Guides, Elementary School Mathematics, Mathematics Curriculum, Mathematics Instruction, Teaching Methods, Curriculum Development, Elementary Education, Instructional Materials, Mathematical Concepts, Mathematics Materials, Problem Solving, State Standards, Teaching Guides

Availability

Univ. of the State of New York
The State Education Dept.
Bureau of General Education
Curriculum Development
Albany, NY 12234

Write for cost information.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 199 041

Focus Reading, Comprehension

Title Comprehension Through Active Processing: A Set of Interactive Instructional Models

Author The University of The State of New York, The State Education Department, Bureau of Reading Education

Developer --

Audience reading/language arts teachers

Use inservice workshops, resource for reading teachers

Abstract This 78-page booklet, published in 1981, provides teachers with models for interactive reading activities that reflect an awareness of comprehension as a complex mental and linguistic process rather than as a hierarchy of mechanically applied sub-skills. The instructional strategies represent a combination of insights presented in recent research with those gained through practical classroom experience. The strategies are: open-ended and student-generated questioning to sharpen focus; using key words as semantic, syntactical, and relational cues; using the cloze procedure in predicting and confirming relationships among cues; categorizing as a process for organizing information; modeling concept attainment; and summarizing and paraphrasing. Many of the model activities stress oral and written activities.

Descriptors

Intellectual Development, Learning Modules, Process Education, Secondary Education, Interaction, Linguistics, Questioning Techniques, Reading Improvement, Reading Comprehension, Reading Processes, Reading Skills

Availability

Univ. of the State of New York
The State Education Dept.
Bureau of General Education
Curriculum Development
Albany, NY 12234

Write for cost information.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $5.30 (paper copy)
Order number ED 163 420

Focus Writing--Science

Title Reflections on Writing in Science

Author University of the State of New York, The State Education Department, Bureau of Science Education

Developer Peter E. Demmin, Rodney L. Doran, Marilyn Joyce, Joseph Mauer, William Peruzzi, Terrence Streck, and Michael Trinkalis

Audience science teachers

Use resource

Abstract This 28-page publication is designed to help integrate the skills of composing (writing) with the procedures and perspectives of science. Sections are devoted to the composing process and its relationship to the science laboratory model, to techniques for evaluating writing, and to the spectrum of laboratory activities. The booklet was published in 1981.

Descriptors

Science Education, Basic Skills, Science, Writing, Science Activities, Writing Composition

Availability

The University of the State of New York
The State Education Department
Bureau of Science Education
Albany, NY 12234

Write for cost information.

Focus Social Studies

Title Incorporating Skills into Social Studies Programs K-12

Author The University of the State of New York, The State Education Department, Bureau of Social Studies Education

Developer --

Audience social studies teachers

Use basic skills workshop, resource for social studies

Abstract This 55-page booklet, published in 1981, emphasizes the role of skills in developing social studies concepts. The teacher manual outlines interdisciplinary categories of skills of gathering, using and presenting information, problem solving, and self management. In addition, sample activities for teaching skills at various grade levels are suggested.

Descriptors

Social Studies, Social Studies Skills, Problem Solving, Information Gathering, Teaching Activities, Concept Development

Availability

The University of the State of New York
The State Education Department
Bureau of Social Studies Education
Albany, NY 12234

Write for cost information.

New York

Focus Planning

Title Resource Allocation Plan - A Suggested Process: Building and District Approach to Planning

Author University of the State of New York, The State Education Department, Resource Allocation Plan Office

Developer --

Audience school district administrators, building principals

Use to assist school districts in developing comprehensive plans for pupil improvement

Abstract This 20-page document suggests a process for developing a written building or district plan (or both) to improve pupils' performance. It is intended for use by Department Representatives, Boards of Education, Superintendents, central office staff, building administrators, teachers and parents. Conscientiously followed, the process ensures ownership of the plan by the teachers and principal of each building involved; and requires involvement and total commitment of the Board, the Superintendent, central office staff, teachers, and possibly parents if it is to succeed. The booklet, published in 1981, is three-hole punched.

Descriptors

Planning Process, School District, School Organization, School Goals, Collaborative Planning, Community Involvement, Action Plan

Availability

The University of the State of New York
The State Education Department
Resource Allocation Plan
Albany, NY 12234

Write for cost information.

North Carolina

Focus Curriculum, K-12

Title Competency Goals and Performance Indicators

Author Instructional Services Area
North Carolina Department of Public Instruction

Developer North Carolina Department of Public Instruction

Audience K-12 teachers and administrators, all program areas

Use develop local curriculum guides, staff development, parent involvement

Abstract This 282-page document, published in 1979, is designed to assist educators in planning curriculum and instructional programs from kindergarten through 12th grade; it represents the core of a balanced K-12 curriculum. Competency goals and performance indicators are identified by grade level categories and significant secondary level courses. Goals are defined as the ends toward which a students' learning is directed and performance indicators are reasonable measures of progress. Goals and indicators are listed for the following subjects: cultural arts (art, dance, drama, music); educational media, healthful living (health, physical education, safety); languages (language/English, foreign languages); mathematics; reading; science; social studies. A narrative describes additional goals and indicators which have been developed for exceptional children and vocational education.

Descriptors

Academic Achievement, Curriculum Design, Educational Objectives, Elementary Education, Secondary Education, Instructional Programs, Performance-Based Education, Performance Criteria, Student Evaluation

Availability

Linda Upchurch
Department of Public Instruction
352 Education Building
Raleigh, NC 27611

$3.30
Check payable to North Carolina State Board of Education.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $18.55 (paper copy)
Order number ED 180 977

North Carolina

Focus Writing

Title Teaching Writing Across the Curriculum

Author Glenda Phillips, and other writing teachers

Developer Clinton City Title II-B Basic Skills Sub-Grant

Audience teachers and students in grades 4-8; supervisors of instruction

Use staff development

Abstract This 105-page book is a product of a year-long effort to improve the teaching of writing in the Clinton City Schools. Teachers who participated in the staff development activity contributed lesson plans for writing activities that were successful for them. Lessons are correlated to science, mathematics, and music in an attempt to teach writing across the curriculum. Also included in this book are helpful resources and information about the writing process--pre-writing, sentence combining, revision, and self-evaluation. The book was published in 1981.

Descriptors

Writing, Writing Instruction

Availability

Glenda Phillips, Project Director
Title II-B Basic Skills
Clinton City Schools
P.O. Box 646
Clinton, NC 28328

Single copy: $4.50 plus 10% postage
Make checks payable to Clinton City School System.

North Carolina

Focus English, Language Arts

Title We Learn What We Do

Author --

Developer North Carolina Department of Public Instruction

Audience secondary students, teachers

Use remediation and preparation for competency testing

Abstract This 207-page volume is divided into three parts: Part I includes essays by educators in colleges and universities who have something to say about remedial instruction in the high school (each contains practical advice for building successful remedial programs); Part II contains an array of lesson plans for strategies for instruction, each organized by Objectives, Materials, Descriptions of Activities, and Evaluation; Part III consists of several learning packages for remedial instruction based upon the "systems approach" to learning, which includes a statement of Rationale, a list of Objectives, a Pre-test, specific Exercises, a Post-Test, and suggestions for Revision. The book was published in 1979.

Descriptors

Reading Instruction, Learning Problems, Reading Centers, Reading Diagnosis, Remedial Programs

Availability

Linda Upchurch
Division of Information & Publications
State Department of Public Instruction
352 Education Building
Raleigh, NC 27611

Single copy: $2.75
Make checks payable to North Carolina State Board of Education.

Focus Language Arts, English

Title Active Learning - English/Language Arts K-12

Author Denny T. Wolfe, Jr., Hathia Hayes, C.C. Lipscomb, and M. Lawrence Tucker

Developer Division of Languages, State Department of Public Instruction, Raleigh, North Carolina

Audience K-12 teachers, students

Use remediation and preparation for competency testing

Abstract This 144-page sourcebook of strategies focuses upon alternative approaches to teaching the content of English/Language Arts at all grade levels in school. Its potential value rests with the individual teacher who uses it. The material contained herein can provide ongoing assistance to those who are constantly searching for new ways to involve students actively in the processes of their learning experiences. The intent of this volume is to suggest some promising alternatives to teaching English/Language Arts, simply as additions to teachers' inventories of good practices, not as replacements for ones which teachers always have found to be effective when used appropriately. The booklet was published in 1977.

Descriptors

Handwriting, Abstracting, Creative Writing, Expository Writing, Playwriting, Descriptive Writing

Availability

Linda Upchurch
Division of Information and Publications
State Department of Public Instruction
352 Education Building
Raleigh, NC 27611

Single copy: $3.30
Make checks payable to North Carolina State Board of Education.

Focus Interdisciplinary Approach

Title Interdisciplinary Approach to Teaching Thinking Skills Through Language - ESEA Title II-B Basic Skills Improvement Project

Author P. Baldwin Jr., J. Coleman, B. Creech, E. Daniel, M. Dierickx, T. Hall, J. Harville, J. Hill, H. Kline, D. Lockwood, S. Powell, W. Walker, C. Williams, B. Johnson, and J. Zeh

Developer Wake County School System ESEA Title II-B Sub-Grant

Audience teachers, teacher trainers, administrators

Use training, inservice, awareness activities

Abstract This 60-page guidebook is a model for developing and teaching thinking skills. The thinking skills addressed in this guidebook are (1) identifying alternatives, (2) finding relationships, and (3) generalizing. The guidebook contains skill guides, a step-by-step model on how to write a skill lesson, and sample lessons on each skill. The sample lessons are based on seventh and eighth grade content in social studies, science, and language arts. The materials, published in 1981, are three-hole punched and in a binder.

Descriptors

Language Arts, Social Studies, Thinking Skills

Availability

Ms. Betty Jo Johnson
Wake County School System
601 Devereux Street
P.O. Box 28041
Raleigh, NC 28041

Single copy: $12.00
Make checks payable to Wake County School System

North Dakota

Focus Basic Skills

Title The Answer Book: A Guide to Basic Skills Teaching Ideas, K-12

Author Leslie W. Crawford and Donald E. Carline

Developer North Dakota Department of Public Instruction

Audience teachers, principals

Use resource book

Abstract The Answer Book, a 141-page booklet published in 1982, is divided into five parts. The first four constitute the communication skills of Listening, Oral Communication (Speaking), Reading and Writing. The fifth part deals with Mathematics. Each part is organized on the basis of important questions teachers and parents may wish to know about the skill.

Descriptors

Language Skills, Mathematics, Writing Skills, Study Skills, Beginning Reading, Communication Skills

Availability

Basic Skills Office
Department of Public Instruction
State Capitol Building
Bismarck, ND 58505-0164

Single copy: $2.00

Focus Reading

Title A Guide to Teaching Reading in the Content Areas

Author Leslie Crawford, Donald Carline, and Marilyn Guy

Developer North Dakota Department of Public Instruction

Audience secondary teachers, secondary principals, school administrators

Use textbook for university classes on reading in the content area, resource book for classroom teachers

Abstract A Guide for Teaching Reading in the Content Areas provides teaching strategies as well as information about reading in the content areas that teachers can use to help students understand subject matter. The 135-page guide is intended to aid the teachers in refining the instructional skills to improve learning in their classrooms. This guide is based on a belief that reading is thinking and that students in content area classrooms represent a wide range of reading ability. Originally published in 1978, the guide was revised in 1981.

Descriptors

Study Skills, Content Area Reading, Critical Reading, Reading Instruction

Availability

Department of Public Instruction
Basic Skills Office
State Capitol
Bismarck, ND 58505-0164

Single copy: $3.00

North Dakota

Focus Reading

Title Criteria for Excellence in Reading

Author North Dakota Advisory Council on Reading

Developer Department of Public Instruction

Audience teachers, principals, administrators

Use evaluation of school's reading programs

Abstract This 21-page booklet has been prepared for use by a school district working toward the improvement of its reading program. The Criteria focus on the five components perceived as necessary for an effective reading program. The "indicators" of an effective program are listed within each component. The booklet was published in 1977.

Descriptors

Reading Skills, Reading Improvement, Reading Programs, Library Material Selection

Availability

Elementary Education Office
Department of Public Instruction
State Capitol
Bismarck, ND 58505-0164

Single copy: free

Focus Reading--Inservice

Title Teaching Teen Reading Series (9 booklets)

Author Nancy Ann Eberhart and Margaret L. Trent

Developer Division of Inservice Education, Ohio Department of Education

Audience teachers of the content subjects 4-12, teacher trainers, and administrators/supervisors

Use group instruction, inservice, text

Abstract This series (302 pages in complete set) is designed for the use of teachers of the content subjects in the upper elementary, middle, and high school levels. The series includes nine packets which provide: guidelines for the selection and assessment of print materials; assistance in analyzing student groups as a basis for diagnostic instruction; methods to assist students in reading for specific facts; ways to help students gain meaning beyond the location of single facts; varied approaches to help students with word identification, discrimination and pronunciation; guidelines for teaching independence in vocabulary use; components of the instructional procedure for a directed reading lesson; suggested teaching strategies for differentiating reading instruction; assistance for teachers in motivating students to read for information, pleasure, and enrichment. The series was published in 1980.

Descriptors

Individualized Instruction, Inservice Education, Instructional Materials, Reading Comprehension, Reading Instruction, Skill Development, Validated Programs, Vocabulary Development

Availability

Nancy Ann Eberhart
Inservice Education
65 South Front Street, Room 416
Columbus, OH 43215

One set: $13.00
Check to Treasurer, State of Ohio

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $18.55 (paper copy)
Order number ED 173 284

Focus Reading--Inservice

Title Teaching Early Reading Set (books, films, video tapes, brochure)

Author Nancy Ann Eberhart and Lorita Myles

Developer Division of Inservice Education, Ohio Department of Education

Audience preschool and primary teachers, parents, teacher trainers, administrators/supervisors

Use inservice, parent participation

Abstract Teaching Early Reading is designed for the teachers of young children in the kindergarten-primary continuum. Throughout the 142-page book, suggested teaching methods are compacted for ready reference. The material is organized for a quick retrieval of information. This publication is supported by the series of six films which emphasize an integrated language/reading experience approach. Film content deals with instructional strategies instead of a particular method of teaching. The three "Parents as Partners" video tapes and brochure extend the teaching early reading continuum down through the preschool years. Content focuses on helping parents to identify the kinds of experiences they should provide for their children.

Descriptors

Beginning Reading, Early Reading, Individualized Instruction, Inservice Education, Instructional Materials, Language Arts, Reading Instruction, Skill Development

Availability

Nancy Ann Eberhart
Inservice Education
65 South Front Street, Room 416
Columbus, OH 43215

Write for cost information.

Focus Writing--Inservice

Title Write On: Teaching Written Communication

Author Roy H. Worthington, Jr.

Developer Division of Inservice Education, Ohio Department of Education

Audience intermediate, middle, secondary teachers; English/language arts teachers; teacher trainers; supervisors

Use inservice

Abstract The purpose of this 88-page booklet is to reinforce good teaching practices and to assist teachers in employing varied approaches for teaching written communication. This inservice resource is divided into two major sections which deal with functional and creative writing. The format includes: an objective for teaching a particular form or writing skill, an instructional concept, and suggested application with learners. The self-corrective pretest is intended for personal use in identifying particular instructional information or an individual teaching interest.

Descriptors

Composition, Creative Writing, Descriptive Writing, Expository Writing, Inservice Education, Language Arts, Paragraph Composition, Paragraphs, Poetry, Sentences, Theme Writing, Verbal Communication, Writing, Writing Instruction, Writing Skills

Availability

Nancy Ann Eberhart
Inservice Education
65 South Front Street, Room 416
Columbus, OH 43215

Single copy: $1.25
Treasurer, State of Ohio

Focus Mathematics--Inservice

Title Problem Solving - A Basic Mathematics Goal (Two Volumes)

Author Steven P. Meiring

Developer Division of Inservice Education, Ohio Department of Education

Audience teachers of grades K-9, teacher trainers, supervisors

Use inservice

Abstract This two-part publication is intended for inservice use by teachers of grades K-9. Purposes for the publication are to enable teachers to become better mathematical problem solvers, to introduce techniques and materials helpful in improving student problem solving skills, and to suggest ways to organize instruction and teaching to accomplish problem solving goals. Book 1 (64 pages), "Becoming a Better Problem Solver," introduces problem solving as an interdisciplinary skill used by all persons to meet daily needs. Using a self-instructional approach, teachers are guided through problems which draw upon strategies in their solution. Hints and answers reinforce the teacher at each step. Book 2 (88 pages), "A Resource for Problem Solving," is a digest of selected topics ranging from research findings to practical applications intended to make problem-solving instruction an easier classroom task. Problem solving is discussed as a fundamental educational goal within reach of every student. Sections from this resouce may be studied sequentially or referred to singly, as needed. The booklets were published in 1980.

Descriptors

Educational Strategies, Elementary Education, Elementary School Mathematics, Inservice Education, Instructional Materials, Mathematics Education, Mathematics Instruction, Mathematical Materials, Mathematics Teachers, Problem Sets, Problem Solving, Calculators, Cognitive Processes, Educational Resources, Resource Materials, Teaching Methods

Availability

Nancy Ann Erberhart
Inservice Education
65 S. Front St., Room 416
Columbus, OH 43215

Write for cost information.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (mf), $5.30 (paper) for Book 1
Order number ED 186 287

$.91 (mf), $6.95 (paper) for Book 2
Order number ED 186 288

Focus Language Arts--Inservice

Title Elementary Language Arts: Strategies for Teaching and Learning

Author E. Jane Porter

Developer Division of Inservice Education, Ohio Department of Education

Audience elementary teachers, teacher trainers, administrators/supervisors

Use inservice

Abstract This booklet is designed for use as an inservice tool with classroom teachers and as an independent study tool. It is intended as a guideline for such inservice and not as a comprehensive course of study. Section I, "Understanding Our Language," provides a review of the present trends in language arts research and poses three questions that should be considered by all teachers of the language arts. Section II, "Creating an Environment for Language," is organized around the essential areas of language teaching. Three frameworks are presented and two models of the integration of language skills into the general curriculum are presented with pages that can be made into transparency overlays. Section III, "Designing Language Experience," is divided into the major components of a language arts program. A bibliography is provided in addition to individual skill resources. The booklet was published in 1982.

Descriptors

Communication, Dramatics, Inservice Education, Language, Language Skills, Listening, Reading, Speech Communication, Verbal Communication, Writing

Availability

Nancy Ann Eberhart
Inservice Education
65 South Front Street, Room 416
Columbus, OH 43215

Write for cost information.

Focus Assessment and Planning

Title Case Study of Local Basic Skills Improvement Projects

Author Marjorie Priger

Developer Oregon Basic Skills Improvement Project Committee

Audience local district administrators, curriculum directors

Use regional workshops

Abstract This study, published in 1982, describes how four projects attempted to assess local basic skills programs, analyze the data, and make appropriate program changes. From a study of these projects, the reviewer provides some insights for other districts planning the same process.

Descriptors

Case Studies, Needs Assessment, Program Evaluation

Availability

Basic Skills Improvement Project Committee
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Write for cost information.

Focus Reading, Writing, Speaking, Listening, Mathematics

Title Basic Skills Improvement Resources

Author Oregon Basic Skills Improvement Project Committee

Developer Oregon Basic Skills Improvement Project Committee

Audience local district administrators, curriculum directors, teachers

Use distributed to all schools

Abstract This 22-page compilation of resources in Oregon to assist teachers with basic skills instruction lists organizations and agencies which have made commitments to provide workshops, publications, information, or some type of basic skills program support. Updated in 1982, it also includes state-level activities and grants made available to districts through the Oregon Department of Education.

Descriptors

Reading, Writing, Speaking, Listening, Mathematics, Basic Skills, Resources

Availability

Basic Skills Improvement Project Committee
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Write for cost information.

Focus Reading

Title A Methodology for Reading Skill Improvement in Vocational Secondary Programs

Author Wanda Martin, Bill Harp, Bill Wright, Tom Warren, and Debbie Crinzi

Developer Career and Vocational Education Section, Oregon Department of Education; Salem School District 24J; Vocational-Technical Education Division, Oregon State University

Audience vocational teachers, reading consultants

Use workshops

Abstract This 60-page handbook was developed in 1981 to help vocational teachers promote better reading practices in their classes. Specific suggestions are provided on judging how well students can read and how difficult the textbooks are, how to guide reading activities, how to teach vocabulary, how to help students study better, and how to stimulate various modes of learning. Examples and materials relate to the industrial mechanics program area, but they can be adapted to other vocational education programs.

Descriptors

Content Area Reading, Vocational Education, Secondary Schools

Availability

Wanda Monthey
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Write for cost information.

Focus Mathematics--Problem Solving

Title Problem Solving in Mathematics

Author Oscar Schaaf, Richard Brannan, Judy Johnson, Scott McFadden, and Glenda Kimerling

Developer Lane Education Service District, Title IV-C

Audience mathematics students (grades 4-9)

Use integrate with basal textboks adoptions, identify and teach problem-solving skills and strategies

Abstract These mathematics materials, published in 1981-82, are designed to improve problem-solving abilities in upper elementary (4-6), middle (5-8), and junior high (7-9) school pupils. The materials teach basic computational skills and problem-solving skills, and are written to integrate with standard textbooks. All basic skill areas are covered, with about 250 pages of materials for each grade level. Problem-solving pages replace some or all of some textbook pages. A textbook correlation chart for selected text series is included with the teacher materials. The intent is to use problem solving for about one-third of the mathematics instruction. Each three-year program includes four components: (1) pupil materials; (2) teacher commentaries including mathematics objectives, problem-solving skills, other materials needed, and answers; (3) consultant services; and (4) a user's guide.

Descriptors

Secondary Education, Elementary Education, Mathematics Materials, Basic Skills, Problem Solving, Inservice Education

Availability

Richard Brannon
Lane ESD
P.O. Box 2680
Eugene, OR 97402
(503) 689-6500

Call or write for cost information.

Focus Program Improvement

Title Criteria for Excellence for Basic Skills Programs

Author Oregon Basic Skills Improvement Project Committee

Developer Oregon Basic Skills Improvement Project Committee

Audience local district administators, curriculum directors

Use field tested by several districts, reviewed by various committees, and used by Basic Skills Improvement local projects

Abstract This 16-page document published in 1981 lists fifteen criteria for a quality basic skills program. With each statement is a scale for rating any school's or district's performance. (Descriptions of good and poor performance are included.) Space is provided for listing evidence supporting the rating. This self-evaluation provides data for planning program improvements and can be used as a tool for measuring growth.

Descriptors

Program Effectiveness, Basic Skills, Program Evaluation

Availability

Basic Skills Improvement Project Committee
Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310

Write for cost information.

Focus Curriculum, Instruction, School Management

Title Long Range Planning for School Improvement Guides (Four Volumes)

Author Staff, Pennsylvania Department of Education

Developer Pennsylvania Department of Education

Audience school administrators, curriculum coordinators, superintendents

Use individual schools and school districts

Abstract The Pennsylvania School Improvement Program requires schools on a five-year cycle to examine program and services needs, curriculum, and instruction related to the state-adopted goals of quality education and overall management needs. The four guides--(1) Guidelines and Instruction, (2) Community Staff Involvement, (3) Program and Services Needs Assessment, (4) Management Needs Assessments--are designed to be used for each of the sections required by the Long Range Plan and are designed to ensure staff and community involvement. Specific procedures and examples of finished products are included in the guides, which range between 60 and 100 pages each. The guides were published in 1981-82.

Descriptors

Community Involvement, Needs Assessment

Availability

Pennsylvania Department of Education
P.O. Box 911
333 Market Street
Harrisburg, PA 17108

Single copy: free

Focus Coordination--Language Arts and Mathematics

Title A Coordination Model for Basic Skills for Education Programs

Author Milton C. Woodlen and Kenneth Calkin

Developer Tuscarora Intermediate Unit 11

Audience curriculum coordinators, supervisors

Use field tested

Abstract This 70-page document presents (1) issues and definitions concerning coordination; (2) expected outcomes; (3) constraints; (4) two models; and (5) applications at several administrative levels. The findings of the field test at the state department, intermediate unit, and local school district levels are also discussed, with recommendations. Process forms are included in the appendix. The booklet was published in 1980.

Descriptors

Basic Skills, Coordination

Availability

Pennsylvania Department of Education
P.O. Box 911
333 Market Street
Harrisburg, PA 17108

Single copy: free

Focus Mathematics

Title Pennsylvania Comprehensive Mathematics Plan (PCMP): Direction for the 80's; and PCMP: An Administrator's Handbook to PCMP

Author M. Vere DeVault, LeRoy Callahan, Richard A. Gibboney, Ralph T. Heimer, G. Bradley Seager Jr., and Alexander Tobin

Developer Schuylkill Intermediate Unit 29

Audience mathematics supervisors, administrators, teacher trainers

Use planning model

Abstract PCMP is a planning model for a total mathematics curriculum (pre-K to 12) in these areas: curriculum including goals and objectives, instruction, staff development, and evaluation. The plan, a classification scheme and rationale for a mathematics program, can provide a forum for discussion to the state's school improvement and assessment programs. The Administrator's Handbook is an operation manual to implement PCMP. The manual includes: (1) organization and administration information; (2) needs assessment instruments and data summary forms; and (3) action plans and procedures. The handbook provides a framework for allocation of resources for long range plans. There is a total of 46 pages of materials, published in 1980 and 1982.

Descriptors

Mathematical Models, Mathematics Curriculum, Mathematics Instruction, Evaluation, Inservice Education

Availability

Pennsylvania Dept. of Education
P.O. Box 911
333 Market Street
Harrisburg, PA 17108

Single copy: free

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (microfiche), $3.65 (paper copy)
Order number ED 197 969

Focus Communication Skills

Title A Comprehensive Reading/Communication Arts Plan (PCRP) and companion pieces - Reading Information System I and The PCRP Assessment Survey

Author Morton Botel and Stephen M. Koziol

Developer Pennsylvania Department of Education

Audience --

Use inservice

Abstract PCRP is a framework for developing curricular and instructional programs. It addresses all of the language arts: listening, speaking, reading, and writing. This 212-page framework outlines four categories of action. The first major category of action is the four critical experiences that directly address basic skills. The other three major categories of action address curriculum-related and standardized testing, informal measures of student growth, and curriculum improvement through teacher conducted observations and evaluations. I-RIS: Reading Information System I is a vehicle for analyzing instructional materials, especially basal reading programs in terms of the four critical experiences of PCRP. The PCRP Assessment Surveys provide for obtaining detailed information about classroom policies and procedures in terms of the four critical experiences. They are appropriate for use in analyzing classrooms, 1-12. There are survey forms for teachers, students, administrators, and parents. The materials were published in 1980-82.

Descriptors

Communication Skills, Language Arts, Curriculum, Textbooks, Needs Assessment

Availability

Pennsylvania Dept. of Education
P.O. Box 911
333 Market Street
Harrisburg, PA 17108

Single copy: free

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

$.91 (mf), $3.65 (paper) for PCRP
Order number ED 151 731
$.91 (mf), $3.65 (paper) for I-RIS
Order number ED 189 567

Focus Kindergarten Objectives

Title Rainbow Book

Author Office of General Education and Committee of Early Childhood Teachers

Developer South Carolina Department of Education

Audience first grade teachers

Use classroom use for first grade teachers

Abstract This 134-page publication contains developmental activities based on the 18 South Carolina Kindergarten Objectives. The activities were written specifically for first grade teachers to use with students exhibiting the need for further developmental readiness experiences. The booklet was published in 1979.

Descriptors

Readiness, Developmental Tasks

Availability

Basic Skills Section
State Department of Education
808 Rutledge Building
Columbia, SC 29201

Single copy: $3.00

South Carolina

Focus Kindergarten Objectives

Title Learning Through Play

Author Office of General Education and Committee of Early Childhood Teachers

Developer South Carolina Department of Education

Audience parents of 3, 4, 5-year old children

Use parent involvement

Abstract This 53-page publication contains developmental activities keyed to South Carolina's 18 State Kindergarten Objectives. The activities were designed specifically for parents of 3, 4, or 5-year-old children and can be easily conducted in the home. The booklet was published in 1980.

Descriptors

Kindergarten, Preschool Education, Home Instruction

Availability

Basic Skills Section
State Department of Education
808 Rutledge Building
Columbia, SC 29201

Single copy: $1.50

South Carolina

Focus Mathematics

Title Teaching and Testing Our Basic Skills Objectives (T 'n T) (three volumes)

Author Office of General Education, Office of Research

Developer South Carolina State Department of Education

Audience classroom teachers (grades 1-3, 4-6, and 7-8)

Use inservice, classroom teacher use

Abstract These three publications, ranging in size from 250-290 pages, provide educators with a tool for curriculum and instructional development which complements the assessment of the State Objectives in Mathematics. The documents were published in 1980.

Descriptors

Basic Skills, Mathematics

Availability

Office of Research
604 Rutledge Building
Columbia, SC 29201

$5.75 per volume
$17.25 for all three volumes

South Carolina

Focus Reading

Title Teaching and Testing Our Basic Skills Objectives (T 'n T) (three volumes)

Author Office of General Education, Office of Research

Developer South Carolina State Department of Education

Audience classroom teachers (grades 1-3, 4-6, 7-8)

Use inservice, classroom teacher use

Abstract These three publications, ranging in length from 285-320 pages, provide educators with a tool for curriculum and instructional development which complements the assessment of the State Objectives in Reading. The documents were published in 1980.

Descriptors

Basic Skills, Reading Skills

Availability

Office of Research
604 Rutledge Building
Columbia, SC 29201

$6.55 per volume
$19.65 for all three volumes

South Dakota

Focus Student Publication

Title Prairie Winds Project '81: Issue #1, Issue #2, Anthology '81
Prairie Winds Project '82: Issue #3, Issue #4, Anthology '82

Author Developed by Kathy Huse Inman

Developer Office of Curriculum and Instruction, Division of Elementary and Secondary Education, and the South Dakota Foundation for the Arts

Audience high school students (grades 7-12)

Use Students' works are recognized in a personal letter of congratulations from the language arts director and a certificate of merit from the State Superintendent. A press release with a copy of the entry is sent to the student's local newspaper.

Abstract The Prairie Winds Project is a state-wide effort to provide an audience and a purpose for the creative talents of South Dakota's students in the areas of creative writing, photography, and art/illustration. A task force judges entries on style, originality, and creativity. Entries selected are published in one of two newsprint publications. Students whose entries are chosen receive a complimentary copy of the newsprint issue in which their submission appeared and a copy of the bound anthology in which the collective works of the project are compiled.

Descriptors

Creative Writing, Student Publications, Language Arts, Poetry, High School Students

Availability

Kathy Huse Inman, Language Arts Director
Office of Curriculum and Instruction
Division of Elementary and Secondary Education
Kneip Building
Pierre, SD 57501

Single issues - free
Year-end bound anthology - $7.00

South Dakota

Focus Basic Skills Month

Title Basic Skills Month Activities Packet

Author Donna Fjelstad, Mary Jane Nelson, and Basic Skills Month Task Force

Developer Basic Skills Office, Office of Curriculum and Instruction, Division of Elementary and Secondary Education

Audience teachers, administrators, parents

Use used in the celebration of Basic Skills Month

Abstract Designed in 1981 by a task force of K-12 South Dakota educators, the 35-page Basic Skills Month Activities Packet contains reading, mathematics, written and oral communication activities, and information for classroom, school, home, and community use. The materials are intended as suggestions for enhancement of basic skills instruction and designed to draw local attention to the basic skills instruction occurring as a regular part of the curriculum.

Descriptors

Basic Skills, Activities, Community Relations

Availability

Donna Fjelstad, Basic Skills Office
Curriculum and Instruction
Division of Elementary and Secondary Education
Kneip Building
Pierre, SD 57501

$1.00 each

South Dakota

Focus Standards of Excellence

Title Standards of Excellence: Criteria Statements for Reading, Mathematics, Oral Communication, and Written Communication

Author Standards of Excellence Task Force

Developer Office of Curriculum and Instruction, Division of Elementary and Secondary Education

Audience teachers, administrators, parents within school districts, and teacher educators

Use Basic Skills field sites to assess basic skills programs

Abstract The Reading, Mathematics, Oral Communication and Written Communication Criteria Statements are individual assessment instruments designed for school districts to assess their respective programs. The eight categories addressed are (1) Shared Decision Making and Commitment, (2) Community Support, (3) Staffing and Staff Development, (4) Organizing and Managing, (5) Classroom Interaction and Learning Environment, (6) Assessing and Reporting, (7) Resources, and (8) Thinking Skills. The individual materials range in length from 22 to 35 pages.

These assessment instruments have been field tested in draft and revised form over the past five years, and were published in 1981-82.

Descriptors

Basic Skills, State Standards, Assessment

Availability

Joyce Levin, Director
Curriculum and Instruction
Division of Elementary and Secondary Education
Kneip Building
Pierre, SD 57501

Single copy: free
Additional copies, $2.00 each

Vermont

Focus Basic Competencies

Title Basic Competencies: A Manual of Information and Guidelines for Teachers and Administrators

Author Robert W. Kenney, James G. Lengel, John E. Stevens, and Esther J. Urie

Developer Vermont Department of Education

Audience teachers, administrators in Vermont schools

Use guide implementation of the Basic Competency Program as adopted by the Vermont State Board of Education

Abstract This 64-page document explains the requirements of the Basic Competency Program adopted by the State Board and includes guidelines for assessment and sample materials for evaluating the 26 Language Arts Basic Competencies and 25 Mathematics Basic Competencies. It was published in 1977.

Descriptors

Competency-Based Education, Curriculum Guides, Minimum Competencies, Student Certification Skills, Accountability, State Standards

Availability

Division of Elementary and Secondary Education
Vermont Department of Education
Montpelier, VT 05602

Single copy: free. Write for bulk rate.

Vermont

Focus Basic Skills

Title Vermont's Basic Competency Program: 1980-81 Report

Author Vermont Department of Education staff

Developer Division of Elementary and Secondary Education, Vermont Department of Education

Audience teachers, school administrators, citizens

Use inform teachers and school administrators of statewide results, provide suggestions for improving local programs, inform new teachers and citizens about the program

Abstract Each year since 1977, the Department of Education has published a report on the Basic Competency Program. The 1981 31-page report contains a brief history of the program's development including a statement of purpose: "The learning of basic skills by all Vermont pupils." The requirements for local educators are explained, and suggestions for meeting these requirements effectively and responsibly are included. Observations from visits to schools are made by department consultants, and two sets of statewide data are presented. The first set of data is on the class of 1981, the first class for which the graduation requirement applied. Of 7,349 seniors enrolled, 4 failed to graduate solely because of this requirement, while 211 did not meet a variety of requirements. The second set of data show in graphic form the percentage of 15 and 12 year olds that have mastered each Basic Competency by 1981, with comparison graphs from 1978 and 1980.

Descriptors

Competency-Based Education

Availability

Dr. Karlene V. Russell, Director
Division of Elementary and Secondary Education
Department of Education
Montpelier, VT 05602
(802) 828-3111

Single copy: free. Write for bulk rate.

Focus Testing

Title Testing in the Schools: What Does It Mean?

Author --

Developer RMC Research Corporation of Portsmouth, N.H., for The Division of Federal Assistance, Elementary and Secondary Education Act, Title I, Vermont Department of Education

Audience ESEA, Title I and other teachers, administrators, parents

Use familiarize Vermont ESEA Title I teachers and parents with the meaning and types of testing

Abstract The contents of this 17-page booklet, published in 1981, are designed to clarify the role of testing in education, to present a general introduction to terms and phrses commonly used in testing, and to highlight some of the advantages and disadvantages of certain types of tests. The booklet defines and compares a variety of tests such as intelligence tests, achievement tests, diagnostic tests, norm-referenced and criterion-referenced tests. It also discusses the meaning of test scores such as raw scores grade equivalents, percentiles, stanines, and normal curve equivalents, and ends with cautions about the use and abuse of testing. The booklet also contains a short section on the Vermont Basic Competency Program which allows Vermont communities to use flexible testing systems to insure that students graduating from Vermont schools have attained minimal or basic mastery of skills in the areas of reading, writing, listening, speaking, computation, and reasoning.

Descriptors

Educational Testing, Minimum Competency Testing, Test Interpretation, Criterion Referenced Tests, Norm Referenced Tests, Testing

Availability

Evaluation Consultant
Division of Federal Assistance
Vermont Department of Education
Montpelier, VT 05602

Free

Vermont

Focus Classroom Resources

Title VERB (Vermont Educational Resource Base): A Cumulative Index of Vermont Resources in Education

Author Staff of Vermont Dissemination Project

Developer Vermont Educational Resource Center, Vermont Department of Education

Audience Vermont K-12 teachers, administrators

Use distributed to all Vermont elementary and secondary schools, used primarily by classroom teachers wishing to adopt or adapt the ideas of their peers

Abstract This document, published in 1981-82, is an index of "VERB (Vermont Educational Resource Base)," a collection of Vermont-developed educational resources available on microfiche or hard copy primarily to elementary and secondary teachers and administrators. The resources are available to other individuals or institutions at a cost of 15¢ per microfiche or page of hard copy. The VERB resources include descriptions of practices, methods, products, classroom techniques, new ideas, human resources, and field trip opportunities that have originated and been developed in Vermont. The resources described in this 59-page index include Basic Competencies, Communication Skills, Creative Thinking, Elementary Curriculum, Language Arts, Mathematics, Reading, Reasoning, and Writing.

Descriptors

Educational Resources, Classroom Techniques, Human Resources, State Departments, Resources, Resource Centers

Availability

Vermont Educational Resource Center
Vermont Department of Education
State Office Building
Montpelier, VT 05602

Free

Focus Reading

Title Reading Assessment Report

Author Language service staff members, Virginia Department of Education

Developer The Right to Read Effort, Virginia Department of Education

Audience Virginia public school personnel, other state and local agencies

Use planning, inservice programs for teachers and administrators

Abstract This 62-page document presents the results of a reading assessment survey conducted by the Virginia Department of Education through the Right to Read effort, to determine the status of reading programs and reading instruction in Virginia's schools. These results, published in 1981, will be used to determine priorities for future services needed to improve the reading performance of students in grades K-12. The Introduction explains the background selection of the sample, the procedure for the study, and the organization of the report. The main body of the document presents the survey responses and their statistical analyses. This is followed by the Summary and Implications of Findings, Recommendations, and an Appendix which includes a copy of the survey questionnaire.

Descriptors

Reading, Reading Instruction

Availability

Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Cost plus postage: $1.00 each

Virginia

Focus Mathematics

Title Standards of Learning Objectives for Virginia Public Schools: Mathematics

Author Department of Education staff, teachers and other educators across the state

Developer Virginia Department of Education

Audience Virginia public school educators, parents, other citizens

Use distributed to mathematics teachers, administrators, and supervisors throughout the state

Abstract The Standards of Learning program establishes a framework for mathematics instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment. In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expectd to learn. This 33-page document lists objectives and a descriptive statement for each for mathematics instructional programs K-9 and for Algebra I, Geometry, and consumer mathematics. It was published in 1981.

Descriptors

Mathematics, Mathematics Instruction

Availability

Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Cost plus postage: $1.00 each

Focus Language Arts

Title Standards of Learning Objectives for Virginia Public Schools: Language Arts

Author Department of Education staff, teachers, and other educators across the state

Developer Virginia Department of Education

Audience Virginia public school educators, parents, other citizens

Use distributed to language arts teachers, administrators and supervisors throughout the state

Abstract The Standards of Learning program establishes a framework for language arts in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment. In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. This 28-page document lists objectives and gives a descriptive statement for each for language arts instructional programs, K-12. It was published in 1981.

Descriptors

Language Arts

Availability

Virginia Department of Education
P.O. Box 60
Richmond, VA 23216

Cost plus postage: $1.00 each

Focus Reading Readiness

Title Parents as Teachers

Author LaVerne Smith, Bernard Taylor, J. Lee Pemberton III, Grey Ritchie, Hattie Ragland, and Ofie Rubin (consultant)

Developer Virginia Right to Read, Department of Education

Audience parents of preschool through primary-grade children

Use distributed to school divisions, used with parent groups, sent to parents on request

Abstract This 16-page booklet encourages parents to become teachers of five very important lessons in a child's development of a readiness and a desire to read: positive thinking, work habits, self-respect, words-words-words, and thinking skills. Line drawings illustrate the simple text. It was published in 1979.

Descriptors

Reading, Reading Readiness, Parent Participation

Availability

Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Currently out of print, but is availble to any agency interested in reprinting it.

Focus Reading

Title From Talk to Print

Author LaVerne Smith, Bernard Taylor, J. Lee Pemberton III, Grey Ritchie, Hattie Ragland, and Ofie Rubin (consultant)

Developer Virginia Right to Read, Department of Education

Audience parents of preschool through primary grade children

Use distributed to school divisions, used with parent groups

Abstract The premise here is that "good talkers make good readers," that "reading is talk written down." Parents are shown how to make use of the child's five senses in learning new words and concepts. Several other activities are suggested to increase a child's reading ability: talking with the child, rhyming and singing, asking questions, listening and following directions, making word cards and stories, and reading together. A book list for parents is provided at the end of this 28-page booklet, which features line drawings and easy-to-read text. It was published in 1979.

Descriptors

Reading, Parent Participation

Availability

Virginia Department of Educatin
P.O. Box 6Q
Richmond, VA 23216

Currently out of print but is available to any agency interested in reprinting it.

West Virginia

Focus Reading Comprehension--Inservice

Title Comprehension: Inservice Mini-Package for Teachers

Author Carolyn P. Casteel, Lowell E. Johnson, Joseph C. Basile, Merrill L. Meehan, and Debra K. Sullivan

Developer Office of Educational Program Development, West Virginia Department of Education

Audience classroom teachers, curriculum and instruction supervisors

Use inservice, college-level teacher education courses, self-instructional packages

Abstract This 86-page instructional package, Comprehension: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages designed to raise the competency level of teachers and reading supervisors to help learners meet the challenges of learning to read. Specifically, the objectives of this document are aimed at helping participants: (1) demonstrate a knowledge of comprehension skills; (2) analyze and synthesize formal and informal test data at the classroom level in comprehension and to determine learner strengths and weaknesses; (3) propose instructional strategies for reading comprehension; and (4) evaluate a learner center plan for comprehension.

The package includes terminal and enabling objectives with related background information and activities, as well as pre- and post-tests and answer keys. Published originally in 1977, the materials were updated in 1982.

Descriptors

Instructional Improvement, Reading Comprehension, Inservice Education

Availability

Office of Educational Program Development
West Virginia Department of Education
Capitol Complex, Building 6, Room B-330
Charleston, WV 25305

Send $1.00 in stamps to cover postage.

West Virginia

Focus Teacher Effectiveness

Title Implementation of the Stallings Classroom Management Staff Development Demonstration Project in Putnam County, West Virginia

Author Debra K. Sullivan, Joseph C. Basile II, and Kenneth R. Higginbotham

Developer Office of Educational Program Development (West Virginia Department of Education) and Putnam County Schools

Audience staff development supervisors; curriculum and instruction supervisors, school administrators

Use a model for implementing the Stallings model; a model for implementing any innovation in a demonstration project setting

Abstract This 65-page document, published in 1981, explains the implementation of the Stallings Classroom Management Staff Development Model in a demonstration project involving secondary Language Arts teachers in a West Virginia county. The purpose of the Stallings model is to increase student achievement in basic skills through the use of a research-based, systematic approach to changing teachers' classroom behaviors, especially as these behaviors relate to classroom management and instructional time. The document details the following areas: the Stallings Classroom Management Staff Development model itself, including research perspectives, description of the model's data collection, data analysis, and teacher training processes; the demonstration project, including objectives, methods and procedures, evaluation, and reconceptualization; references, primarily related to teacher effects research; and appendices. A companion evaluation document is also available.

Descriptors

Staff Development, Professional Development, Teacher Effectiveness, Instructional Improvement

Availability

Office of Educational Program Development
West Virginia Department of Education
Capitol Complex, Building 6, Room B-330
Charleston, WV 25305

Send $1.00 in stamps to cover postage.

West Virginia

Focus Reading--Curriculum

Title Essential Competencies and Learner Outcomes for Reading, Early Childhood Education, Middle Childhood Education, Adolescent Education

Author Coordinated by Debra K. Sullivan and written in cooperation with West Virginia County Reading Administrators

Developer Office of Educational Program Development, West Virginia Department of Education

Audience curriculum and instruction coordinators/supervisors, classroom teachers, school administrators, teacher educators, preservice teachers

Use by LEAs to develop localized, articulated curriculum guides; by SEAs to develop criterion-referenced tests; in teacher preparation programs, in classrooms

Abstract This 230-page document, developed collaboratively with SEA, LEA, and IHE involvement, presents concepts, high inference (competency) statements, and low inference (learner outcome) statements related to reading achievement at the early childhood (K-4), middle childhood (5-8), and adolescent (9-12) education levels. Comprehensive in nature, several assumptions guide the focus and utilization of the document at the state, local, and classroom levels. Briefly stated, these assumptions are: that the guide is not the total curriculum; that learner outcomes are a means of tracking student growth and development; that within each concept area, student outcomes are sequentially ordered within each competency; that competencies follow a grade-by-grade developmental sequence; that certain personal development concepts are addressed while others are implied. The document was published in 1982.

Descriptors

Curriculum Guides, Reading Skills, Elementary Education, Junior High School, Secondary Education, State Standards

Availability

Office of Educational Program Development
West Virginia Department of Education
Capitol Complex, Building 6, Room B-330
Charleston, WV 25305

Send $1.00 in stamps to cover postage.

West Virginia

Focus Content Area Reading

Title Reading in the Content Areas: Teacher's Edition

Author Marino Alvarez, Merrill L. Meehan, Clyde Colwell, and Joseph C. Basile II

Developer Office of Educational Program Development, West Virginia Department of Education

Audience classroom teachers, reading supervisors

Use inservice, college-level teacher education programs/courses, self-instructional packages

Abstract This 285-page instructional package is one of a series of competency-based staff development packages designed to raise the competency level of teachers and reading supervisors to help learners meet the challenges of learning to read. The purposes of this package are to assist and acquaint content area teachers with training in (1) using formal and informal diagnostic methods; (2) applying readability formulas to aid in the selection of reading materials; (3) selecting classroom strategies and techniques to differentiate instruction; (4) assessing the extent of methods and techniques to promote for implementing reading in the content areas. It is also the intention of this package to make reading an integral part of the classroom teacher's regular curriculum, without significantly affecting current planning schedules. The package was published in 1979.

Descriptors

Reading, Instructional Improvement, Inservice Education

Availability

Office of Educational Program Development
West Virginia Department of Education
Capitol Complex, Building 6, Room B-330
Charleston, WV 25305

Send $1.00 in stamps to cover postage.

West Virginia

Focus Recreational Reading--Inservice

Title Recreational Reading and Personal Development: Inservice Mini-Package for Teachers

Author Carolyn P. Casteel, Lowell E. Johnson, Joseph C. Basile II, Merrill L. Meehan, and Debra K. Sullivan

Developer Office of Educational Program Development, West Virginia Department of Education

Audience classroom teachers, curriculum/instructional supervisors

Use inservice, college-level teacher education courses, self-instructional packages

Abstract This 75-page instructional package is one of a series of competency-based staff development packages designed to raise the competency level of teachers and reading supervisors to help learners meet the challenges of learning to read. Specifically, the objectives of this document are aimed at helping participants: (1) demonstrate a knowledge of recreational reading and personal development skills; (2) synthesize informal test data for recreational reading and personal development at the classroom level; (3) design and perform instructional strategies for recreational reading and personal development; (4) evaluate teacher provisions for learner interests and affective involvement. The 1982 edition is a revision of the 1977 version.

Descriptors

Recreational Reading, Personal Development, Reading Interests, Inservice Education, Instructional Improvement

Availability

Office of Educational Program Development
West Virginia Department of Education
Captiol Complex, Building 6, Room B-330
Charleston, WV 25305

Send $1.00 in stamps to cover postage.

Wisconsin

Focus English, Communication Skills

Title The Wisconsin Alternative Design in Basic English/Communication Skills, Grades 9 and 10

Author Statewide teachers and university consultants

Developer State Department of Public Instruction

Audience high school teachers of Grades 9 and 10 in English/Communication Arts

Use statewide mailing, dissemination, training, piloting

Abstract These two publications, published in 1981, were generated from a 25-cell matrix embracing the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) as one dimension, and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication) as the second dimension. Each capsule or unit contains a reading, writing, speaking, and listening activity centered around a specific communication function and audience context. This alternative curriculum design ensures an integration of the language arts for students in grades 9 and 10. The Grade 9 volume has 280 pages; the Grade 10 volume has 264 pages.

Descriptors

Curriculum, Language Arts, Communication Skills

Availability

The Wisconsin Department of Public Instruction
Publications Office
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707

Bulletin #2131, Grade 9: $3.50 each
Bulletin #2132, Grade 10: $3.50 each

Focus Reading

Title Wyoming Standards of Excellence for Reading

Author Wyoming State Reading Advisory Council

Developer Wyoming State Department of Education

Audience local reading curriculum committees

Use local school district reading committees

Abstract This 24-page booklet, published in 1980, is designed to help school districts meet the reading needs of students and communities. The booklet lists the essential elements for a well-planned, comprehensive reading program for all grades as well as for adults and can be used to assess present programs and to help establish stronger programs. A pamphlet accompanies the booklet.

Descriptors

Reading, Elementary Education, Secondary Education

Availability

Wyoming State Department of Education
Publications Division
Hathaway Building
Cheyenne, WY 82002

$2.00 per copy
Free to Wyoming residents

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